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ABSTRACT

A telephone survey was conducted in 1981 at Reading Area Community College (RACC) to determine the educational needs of the community, particularly those of prospective students and employers. More specifically, the study sought to determine how the Berks County community perceived the quality of education provided at RACC and to ascertain the educational needs of various subgroups classified by sex, age, ethnicity, occupation, income, and educational level. In order to obtain a representative sample of RACC's service population, random sampling techniques were modified by a search for specific ethnic and age groups. Interviews with 863 people revealed the following: (1) 59% of the respondents perceived RACC to be doing a satisfactory job or better; (2) 53% preferred evening classes; (3) 24% expected to change careers within 2 years; (4) 30% were interested in hobby and craft activities, and 23% showed interest in home skills and personal finance courses and career and financial aid counseling; (5) the major problems prohibiting attendance were family responsibilities, tuition costs, inconvenience of class hours, and lack of career guidance; and (6) the methods of learning most comfortable to people were lectures and on-the-job training. The study report provides a breakdown of responses and recommendations based on the subgroups. The survey instrument and Berks County demographic data are appended. (DAB)

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ED225608

READING AREA COMMUNITY COLLEGE

Community Needs Assessment

Telephone Survey

Sponsored by Strengthening Developing Institutions Program (SDIP)

Project Director: Dr. Susan R. Smith, Administrative Assistant

Office of Institutional Research

March 1981

VC 820 568

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SUMMARY OF FINDINGS

The basic concepts which have been derived from the telephone survey as a whole are as follows:

1. A majority of the respondents (59%) perceive RACC to be doing a satisfactory or better job.
2. A large percentage (38%) is unfamiliar with RACC.
3. A majority (53%) prefer evening (over morning or afternoon) classes.
4. About one-fourth (24%) expect to change careers within 2 years.
5. Approximately one-third (37%) indicate that more education to be necessary for their jobs.
6. Seventy-percent (70%) would look to college admissions counselors and catalogs for information about colleges.
7. Twenty percent (20%) of those currently attending a college chose their school on the basis of employer recommendation and offerings of the school.
8. About one-third (30%) are interested in hobby and craft activities.
9. About one-fourth (23%) show interest in home skills, personal finance courses, and career and financial aid counseling.
10. The major problems which might prohibit attendance are family responsibilities, tuition costs, inconvenience of class hours and lack of career guidance.
11. The methods of learning most comfortable to people are lecture and on-the-job training.
12. Of the respondents who had attended RACC (N = 93), reasons given for leaving are:

Graduated	21%
Transferred	18%
Took selected classes	16%
Lacked time	15%
Other reasons	13%
Money problems	11%
Lost interest	6%

Much information has been gathered by this needs assessment survey. Careful analysis of it will render helpful information for future planning.

Purpose of the Survey

As the Reading Area Community College embarks upon a new decade, determining its direction for the future is of major importance. In order to make effective decisions, the College must know the demands of its markets, particularly prospective students and employers. A needs assessment survey was conducted in January, 1981 by the Strengthening Developing Institutions Program (SDIP) to sample the educational needs of the community (former population). A sample of the latter--business and industry--is currently in the planning stage.

Objectives of the Survey

The needs assessment survey was designed to provide answers to the following questions:

1. How does the Berks County community perceive RACC? That is, to what degree is RACC achieving its goal of providing quality education to Berks County residents?

2. What are the unique educational needs of the following subpopulations:

    a. Women
    b. Recent high school graduates
    c. Senior citizens
    d. Blacks
    e. Hispanics
    f. People in selected occupations
    g. People in selected income groups
    h. People of selected educational levels

(A listing of the original objectives can be found in the Appendix.)

Survey Instrument

A needs assessment instrument (questionnaire) was submitted to RACC by the SDIP assisting agency and was modified by SDIP staff. It was organized into four color-coded sections: introduction and interest in credit courses (white); questions for those people currently attending college (yellow);

interest in noncredit courses (pink); and demographic information (blue).

Numerous "branches" were built into the questionnaire for the purpose of shortening it and making it more specific to each respondent. It was translated into Spanish for use with the Hispanic sample. (A sample questionnaire and answer sheet are included in the Appendix).

Because some questions allowed multiple answers and/or answers to all possible responses, in the Analysis section, percentages may sometimes be misleading.

Sampling Method

As A first step in obtaining a representative sampling of RACC's service population, the Berks County Planning Commission was called to obtain demographic information. Age and ethnic categories were provided. (See Appendix.) Based upon these data, proportions of age and ethnic categories were determined to guide the use of the following techniques:

a. Random sampling from the Reading Telephone Directory was assumed to provide a predominately white sample.

b. Therefore, random sampling from the Telephone Directory was modified by a specific search for Hispanic surnames.

c. Predominately black neighborhoods were identified and sampling was done from those areas of the city through the use of the Reading City Directory.

d. Telephone workers alternated asking for the oldest person and the youngest person older than 18.

e. No-phone households were selected from the City Directory.

In order to select randomly from the telephone directory, random numbers were generated on an in-house minicomputer. Numbers between 100 and 499 were generated. (See Appendix for sample run.) The first digit specified the column on the page. The second two digits specified the number to be counted down that column in selecting a name for calling.

As can be seen in the Appendix, the obtained sample proportions cuite

closely approximate the target stratified sampling proportions. (Exception: the Phone/No Phone proportion was altered in the major study for 2 reasons:

1. The cost of personal interviewing was very high
2. On the basis of the pilot results, the "No Phone" sample was determined to be not significantly different from the "Phone" sample and, thus, did not warrant the added cost of procuring a large sample (60 would have been required in the major survey).

Orientation of Telephoners

Prospective telephoners were sought through an advertisement in the newspaper. Applicants were interviewed and selected on the basis of oral reading ability and friendly personality, which was deemed important for establishing rapport with respondents. Several bilingual (Spanish/English) callers were hired in order to speak with the Hispanic sample. The worker orientation consisted mainly of the oral reading and discussion of the questionnaire. (The agenda for the orientation session is in the Appendix.)

Pilot Study

A pilot study was run in December, 1980 in order to test for calling hours and for the effectiveness of the instrument. The sample consisted of fifty (50) respondents.

As a result of the pilot, calling was restricted to the evening hours and the wording of some questions was simplified.

Administering the Major Survey

Each of the 14 callers was assigned a telephone, given lists of telephone numbers, the questionnaire, and answer sheets, and was directed to call people and ask the survey questions. The person-to-person interviewer was assigned names and addresses (no-phone sample) and given a date for completion.

Close supervision of the telephoners was maintained in order to provide assistance, advice, and encouragement. The average number of questionnaires completed on each of the ten nights was 85. The total number of completed interviews was 863.

Data Analysis

A computerized questionnaire data analysis program was developed by RACC programmers. It allows for sorting of data by 8 different categories: sex, phone, income, age, ethnic background, occupation, education level and curriculum. (See Appendix for program directions and sort categories.)

Data from the answer sheets was input by part-time workers and the project director. Because of problems encountered during the input phase, the total number of respondents recorded on the computer is 894, whereas the actual number is 863. Analysis by each sort category was done via computer. This yielded the number and percentage of persons in each group answering each question. These were compared across each group for differences and similarities.

It should be reiterated that, because of the varied construction of the questions and answers, percentages must be viewed carefully in context. Excluded from analysis was question #3-7h (problem-provisions for handicapped). Because of unclear wording and misinterpretation by various telephone workers, data on this question were judged to be confounded.

Analysis of the data will follow the order of the objectives stated on page one.

Perceptions of RACC

The first major objective of the survey was to find out how Berks County residents perceive RACC. The breakdown of the total sample is as follows:

Response	N	%
Excellent	121	14
More than satisfactory	189	21
Satisfactory	208	24
Less than satisfactory	21	2
Very poor	6	1
Don't know	337	38

It can be seen that the majority of the respondents (N = 518; % = 59) perceive that RACC is doing a satisfactory (or better) job.

Another interesting observation is the high number (N = 337; % = 38) of respondents who don't know how RACC is doing. (See Table 1.) It can be seen that most categories of respondents had nearly the same response breakdown as the total with the following exceptions:

Category	Answer	N	%
Income - $8,000 - 9,999	don't know	3	75
+Income - $12,000 - 13,999	less than satis.	4	31
Age - 65+	don't know	58	54
Black	don't know	7	22
Asian	don't know	5	71
Hispanic	don't know	6	12
*Occ. - data processing	satis. or better	18	83
Occ. - professions	don't know	24	51
Occ. - technicians	don't know	7	47

SORT CATEGORIES

TABLE 1: PERCEPTIONS	SEX		INCOME							AGE						ETHNIC GROUP			
Response	MALE	FEMALE	$5,000	6 - 7,000	8 - 9,000	10-11,000	12-13,000	14-15,000	16,000 +	15 - 24	25 - 34	35 - 44	45 - 54	55 - 64	65 +	BLACK	ASIAN	HISPANIC	WHITE
EXCELLENT																			
N	53	88	0	14	0	15	0	21	61	21	21	44	12	15	8	5	0	11	102
%	15	13	0	14	0	14	0	10	18	14	15	18	12	12	7	16	0	22	13
MORE THAN SATISFACTORY																			
N	65	123	3	17	1	25	2	38	83	40	33	52	28	33	13	7	0	15	159
%	18	23	75	17	25	23	15	19	24	26	24	21	27	19	12	22	0	30	21
SATISFACTORY																			
N	87	121	0	27	0	27	3	58	68	34	37	54	28	32	23	13	2	17	169
%	25	23	0	26	0	25	23	29	20	22	27	22	27	36	21	41	29	34	22
LESS THAN SATISFACTORY																			
N	10	11	0	1	0	1	4	8	7	4	2	7	1	1	4	0	0	1	16
%	3	2	0	1	0	1	31	4	2	3	2	3	1	1	4	0	0	2	2
VERY POOR JOB																			
N	4	2	0	1	0	1	0	2	2	0	1	0	0	3	2	0	0	0	6
%	1	1	0	1	0	1	0	1	1	0	1	0	0	2	2	0	0	0	1
DON'T KNOW																			
N	135	202	1	42	3	41	4	73	127	54	43	92	37	49	5	7	5	6	308
%	38	38	25	41	75	37	31	36	36	35	31	37	34	40	54	22	71	12	41

SORT CATEGORIES

TABLE 1: PERCEPTIONS	OCCUPATION																EDUCATIONAL LEVEL							TOTAL
	DP	PROFESS.	HSE WIFE	TECHNICIAN	ACCOUNT.	SEC'Y/CLE	COMMUN.	BUSI/COM	SKILLED LABORER	UNSKILLED LABORER	TEACHER	LAW ENFOR.	RECREAT/ SOCIALWK.	PROFESS. HEALTH	OTHER	GRADE 1-8	GRADE 9-11	HS GRAD	1 yr. COLLEGE	2 yr. COLLEGE	3 yr. COLLEGE	4 yr. COLLEGE	GRAD. LEVEL	TRADE SCHOOL	BUSI. SCHOOL	TOTAL
Response																										
EXCELLENT																										
N	3	7	2	6	5	14	0	14	17	27	5	0	1	9	3	7	13	50	13	11	4	12	10	1	0	121
%	14	15	20	40	19	12	0	13	12	14	8	0	7	21	7	11	10	13	22	18	16	14	18	11	0	14
MORE THAN SATISFACTORY																										
N	5	5	0	1	9	37	0	20	25	42	13	0	3	12	14	10	28	75	13	18	8	18	13	4	1	189
%	23	11	0	7	35	30	0	19	18	21	20	0	20	27	32	15	22	20	22	29	32	20	23	44	50	21
SATISFACTORY																										
N	10	10	5	0	4	27	1	25	32	54	12	1	5	11	8	18	29	103	12	8	3	24	9	0	0	208
%	46	21	50	0	15	22	20	23	24	27	19	100	33	25	18	28	22	27	20	13	12	27	16	0	0	24
LESS THAN SATISFACTORY																										
N	0	1	0	1	0	3	1	5	3	3	2	0	2	0	0	1	1	7	3	2	0	4	3	0	0	21
%	0	2	0	7	0	2	20	5	2	2	3	0	13	0	0	2	1	2	5	3	0	5	5	0	0	2
VERY POOR JOB																										
N	0	0	0	0	0	0	1	0	1	1	0	0	0	1	2	1	0	3	0	0	2	0	0	0	0	6
%	0	0	0	0	0	0	20	0	1	1	0	0	0	2	5	2	0	1	0	0	8	0	0	0	0	1
DON'T KNOW																										
N	4	24	3	7	8	41	2	43	58	72	32	0	4	11	17	26	59	143	19	23	8	30	21	4	1	337
%	18	51	30	47	31	34	40	40	43	36	50	0	27	25	39	43	45	38	32	37	32	34	38	44	50	38

*Occ. - accounting	satis. or better	18	69
+Occ. - communications	less than satis;	2	40
	don't know;	2	40
	(none rated RACC ex. or more than satis.)		
Occ. - skilled labor	don't know	58	43
Occ. - teacher	don't know	32	50
*Occ. - professional health	satis. or better	32	73
	don't know	11	25
Edu. level - gr. 9-11	don't know	59	45
*Edu. level - 1 yr. college	satis. or better	38	64
Edu. level - trade school	satis. or better	4	44
Edu. level - business	satis. or better	1	50

*Better than average perception of RACC.
+Lower than average perception of RACC.

RACC should find some way by which to benefit from the highly positive attitudes evinced by data processing, accounting, and professional health people. In contrast, the very negative perception held by the communications group should be countered by a well-planned public relations strategy.

Educational Needs

The second major objective of the survey was to examine the educational needs of various subpopulations. As a basis for comparison, total group findings will be examined first. Then each group will be examined in turn.

Total Group. The total group consisted of 894 Berks County residents. Their answers to selected survey questions follow:

	Question	Answer	N	%
4-2c	Intend to change careers within 2 years?	yes	132	24
		no	410	76
1-3	Is more schooling required for present or planned job?	helpful	200	22
		required	135	15
		some importence	72	8
		don't know	25	3
		no	457	51

		Answer	N	%
1-4	Are you currently taking college courses,	yes	96	11
1-5	For information on educational programs, where would you go?			
	a. high school counselor	yes	430	54
	b. friends, family	yes	452	57
	c. employer	yes	285	36
	d. employment office	yes	285	36
	e. college admissions counelsor	yes	582	72
	f. send for college catalog	yes	567	70
	g. make a personal visit	yes	620	77
1-7	Are you interested in taking college courses for credit?	yes	226	27
2-2	How did you select the college you're attending now?			
		family	12	8
		employer	33	21
		teacher/couns.	12	8
		reputation	12	8
		cost	8	5
		location	18	11
		only place accepted	12	8
		offerings	29	18
		other	23	14
3-1	In what types of noncredit activities would you be interested?	hobbies	222	29
		crafts	230	30
		performing arts	77	10
		special events	59	8
		recreation	144	19
		other	35	5
3-2	In what types of practical life skills would you be interested?	communications	125	18
		home	168	24
		child rearing	95	14
		maintenance	142	20
		personal finance	153	22
3-3	In what kinds of counseling would you be interested?	career	120	24
		financial aid	104	21
		job placement	99	20
		job finding seminars	78	16
		remedial skills	87	17
3-4	How much would you be willing to pay for a course?	$10	121	14
		25	164	19
		50	127	15
		100	83	10
		200+	64	8
		don't know	292	34

			N	%
3-5	Would you need financial aid?	yes	292	35
		no	538	65
3-6	When would be the best time for you to attend classes?	FT, a.m.	90	9
		FT, aft.	60	6
		FT, p.m.	48	5
		PT, a.m.	87	8
		PT, aft.	80	8
		PT, p.m.	501	48
		weekends	57	5
3-7	What problems might keep you attending college even if you wanted to?			
	a. family responsibilities	frequently and sometimes	551	63
	b. transportation	"	329	38
	c. child care	"	403	46
	d. tuition cost	"	513	58
	e. inconvenient hours	"	504	57
	f. lack of time	"	424	49
	g. lack of career guidance	"	356	51
	h. facilities for handicapped	"	210	24
	i. courses not available	"	293	34
3-8	Which method of learning is most comfortable for you?	lecture	325	23
		short conferences	231	16
		correspondence courses	50	4
		private tchr.	71	5
		discus. grp.	180	13
		on the job	338	24
		on own	79	6
		home TV	44	3
3-10	Have you taken a course at RACC?	yes	93	11
		no	772	89
3-12	Why did you leave RACC?	graduated	19	21
		transfer	16	18
		lost interest	5	6
		money prob.	10	11
		lack of time	14	15
		selected classes	15	16
		other	12	13

Having examined total results, let us now turn to an analysis by categories.

Women. Fifty-nine percent (59%) of the respondents were female (N=531). Table 2 presents male/female responses. It can be seen that twenty-five percent of the women (N=25) intend to change careers within 2 years (compared to total = 24%).

SURVEY QUESTIONS

(N) CATEGORY	4 - 26	Rdg. Dist.	Not Rdg.	1-3	1 - 5a	a	c	d	e	f	g	1 - 7	2 - 2a	b	c	d	e	f	g	h	i	3 - 1a	b	c	d	e	f
TABLE 2: SEX																											
(382) MALE																											
N	57	92	264	152	156	167	158	104	223	217	240	98	6	21	7	7	2	5	4	12	9	108	36	22	21	66	15
%	23	26	74	42	49	53	51	33	70	68	76	29	8	29	10	10	3	7	6	16	12	40	13	8	8	25	6
(531) FEMALE																											
N	75	120	398	183	273	286	256	181	359	350	380	128	6	12	5	5	6	13	8	17	14	14	194	55	37	78	20
%	25	23	77	36	56	59	53	38	74	71	78	26	7	14	6	6	7	15	9	20	16	23	39	11	7	18	4
TABLE 3: AGE																											
(181) 15 - 24																											
N	41	42	110	84	77	90	77	49	96	100	101	62	3	9	7	5	5	8	5	8	2	46	46	17	6	48	3
%	47	28	72	54	62	73	62	39	76	79	80	47	6	17	14	10	10	15	10	15	4	28	28	10	4	29	2
(141) 25 - 34																											
N	23	45	91	77	45	70	63	29	90	94	94	52	2	6	3	2	1	3	5	8	10	41	35	10	12	29	6
%	23	33	67	55	32	50	52	25	74	76	78	40	5	15	8	5	2	8	12	20	25	31	26	8	9	22	4
(257) 35 - 44																											
N	41	46	205	101	119	125	116	86	172	186	189	75	6	14	1	2	2	6	2	9	8	66	64	24	25	41	12
%	24	18	82	39	52	55	50	37	73	77	82	31	12	28	2	4	4	12	4	18	16	28	28	10	11	18	5
(108) 45 - 54																											
N	15	24	78	29	50	49	53	33	72	54	68	19	1	1	0	1	0	1	0	4	2	20	27	10	4	9	6
%	21	24	76	28	52	50	57	36	77	58	74	20	10	10	0	10	0	10	0	40	20	26	36	13	5	12	8
(119) 55 - 64																											
N	8	23	95	23	64	66	55	41	78	72	90	11	0	1	0	0	0	0	0	0	1	29	27	3	6	8	3
%	8	20	81	19	57	58	49	34	67	62	77	9	0	50	0	0	0	0	0	0	50	39	36	4	8	11	4
(112) 65 & Older																											
N	3	30	79	16	68	48	47	47	67	54	70	4	0	2	0	0	0	0	0	0	0	18	27	10	4	8	4
%	9	27	73	15	64	46	46	46	64	52	67	4	0	100	0	0	0	0	0	0	0	25	38	14	6	11	6
(894) TOTAL																											
N	132	212	663	335	430	452	414	285	582	567	620	226	12	33	12	12	8	18	12	29	23	222	230	77	59	144	36
%	24	24	76	37	54	57	52	36	72	70	77	27	8	21	8	8	5	11	8	18	14	29	30	10	8	19	5

SURVEY QUESTIONS

(N) CATEGORY	3-2a	b	c	d	e	3-3a	b	c	d	e	3-5	3-6a	a	c	d	e	f	g	3-7a	a	c	d	e	f	g	h	i
TABLE 2: SEX																											
(382) MALE																											
No.	48	32	19	83	59	45	26	25	33	27	113	31	22	19	23	22	212	25	209	109	163	196	187	158	138	84	116
%	20	13	8	34	24	29	16	16	21	17	34	8	5	5	6	5	52	6	59	31	46	55	53	44	39	24	33
(831) FEMALE																											
No.	76	136	76	59	94	75	78	74	45	60	179	59	38	29	64	58	288	32	341	220	239	316	318	265	217	126	177
%	17	30	17	13	21	22	23	22	13	18	36	9	6	4	10	9	45	5	66	42	46	61	60	52	42	24	34
TABLE 3: AGE																											
(151) 15 - 24																											
No.	28	37	26	38	29	29	27	25	21	18	80	20	12	12	11	10	97	11	84	67	84	100	83	72	67	34	56
%	18	23	16	23	18	24	22	21	17	15	56	11	7	7	6	6	53	6	57	46	44	67	56	48	48	23	37
(141) 25 - 34																											
No.	27	18	20	29	29	32	11	14	15	11	51	9	7	6	16	12	93	11	98	43	79	79	80	63	49	31	53
%	21	14	16	23	23	38	13	17	18	13	39	6	4	4	10	7	57	7	73	32	58	58	58	47	36	23	39
(257) 35 - 44																											
No.	43	52	31	44	47	44	34	37	24	33	82	26	16	12	21	20	155	16	186	74	133	147	156	143	103	59	83
%	19	23	14	20	21	25	19	21	14	19	35	9	5	4	7	7	52	5	75	30	54	59	63	58	41	23	34
(105) 45 - 54																											
No.	7	14	6	10	18	11	9	10	9	9	20	5	3	3	10	6	67	7	60	42	47	56	58	43	41	26	39
%	12	24	10	17	31	21	17	19	17	17	20	4	3	3	9	5	57	6	59	41	46	54	54	42	41	25	23
(119) 55 - 64																											
No.	12	23	5	11	19	3	9	4	2	8	31	9	5	4	10	14	65	10	66	44	47	60	74	60	48	34	39
%	11	33	8	16	28	11	33	15	7	30	27	6	4	3	7	10	46	7	55	36	39	49	63	51	39	29	32
(112) 65 & Older																											
No.	7	22	2	10	11	1	12	3	5	8	24	20	16	10	16	17	20	1	52	56	30	65	45	38	44	25	23
%	13	42	4	19	21	3	40	10	17	27	24	14	12	7	12	12	15	1	47	50	27	58	40	35	40	23	21
(884) TOTAL																											
No.	125	168	95	142	153	120	104	99	76	87	292	90	60	48	87	80	501	57	551	329	403	513	504	424	356	210	293
%	18	24	14	20	22	24	21	20	16	17	56	9	6	5	8	8	48	5	63	38	48	58	57	49	51	24	34

SURVEY QUESTIONS

(N) CATEGORY		a	b	c	d	e	f	g	h	i	j	k	l	m	n	o	p	q
TABLE 2: SEX																		
(382)	MALE																	
	No.	114	97	27	26	27	58	148	29	10	28	6	3	3	3	7	6	3
	%	26	17	5	5	5	10	20	5	2	8	18	9	9	9	21	24	9
(831)	FEMALE																	
	No.	180	134	33	43	44	122	192	50	34	65	13	13	2	7	7	7	9
	%	22	16	3	5	5	15	23	6	4	13	22	22	4	12	12	12	16
TABLE 3: AGE																		
(181)	15 - 24																	
	No.	60	33	8	13	12	31	62	14	6	12	1	2	1	2	0	1	3
	%	25	14	3	5	5	13	26	6	2	8	10	20	10	20	0	10	30
(141)	25 - 34																	
	No.	62	44	5	11	4	27	62	9	6	26	4	4	2	7	8	4	3
	%	27	19	2	5	2	12	27	4	3	19	12	12	6	22	25	12	9
(267)	35 - 44																	
	No.	94	89	22	18	27	58	90	24	9	31	8	4	1	0	3	7	3
	%	23	17	5	4	6	14	22	6	2	13	31	15	4	0	12	27	12
(108)	45 - 54																	
	No.	36	27	3	7	8	22	37	8	3	11	3	2	0	0	2	1	1
	%	24	18	2	5	5	15	24	5	2	11	33	22	0	0	22	11	11
(119)	55 - 64																	
	No.	38	37	4	8	12	25	45	15	9	8	3	2	0	0	0	2	0
	%	20	19	2	4	6	13	23	8	5	7	43	29	0	0	0	29	0
(112)	65 & Older																	
	No.	32	18	8	14	8	16	39	9	10	2	0	2	1	0	0	0	1
	%	20	11	5	9	5	10	25	6	6	2	0	50	25	0	0	0	25
(884)	TOTAL																	
	No.	325	231	50	71	71	180	338	79	44	83	19	16	5	10	14	15	12
	%	23	16	4	5	5	13	24	6	3	11	21	18	6	11	15	16	13

Thirty-five percent (35%) indicate that further education would be required or very helpful for their present or planned job (total = 37%). However, only 26% show interest in college courses for credit (total = 27%).

In order to gain information about colleges, most women would make a personal visit to the college, send for catalogs, or ask a college admissions counselor (total group was similar in response).

Selection of a college is done mainly on the basis of

	Female %	Male %	Total %
Offerings	20	16	18
Other	16	12	14
Location	15	7	11
Employer recom.	14	29	21

In the area of noncredit, thirty-nine percent (39%) would like to take crafts instruction (total = 30%) and twenty-three percent(23%), hobby instruction (total = 29%). In the practical life skills section, interest was evidenced in

	Female %	Male %	Total %
Home skills	30	13	24
Personal finance	21	24	22
Child rearing	17	8	14
Communication skills (reading, writing)	17	20	18

Many women show interest in counseling in the areas of financial aid, career development, and job placement. (Men gravitate toward career counseling, job-finding seminars, and remedial education.)

Preference for a time to attend classes is similar to that of the total group: part-time evening (45%) (total = 48%) with part-time morning a distant second (10%) (total = 9%).

The major problems cited by women are family responsibilities, cost of tuition and materials, inconvenience of class hours, lack of time to study, and child care. (Problems cited by men were the same, but with the last two in

reverse order.)

The preferred method of learning is lecture (22%; total = 23%) with the others also closely matching the percentages of the total group.

Thirteen percent (13%) of the women have taken a course at RACC. (Males have a percentage of only 8%.) Women's reasons for leaving RACC vary from men's as follows:

	Female %	Male %	Total %
Graduated	22	18	21
Transferred	22	9	18
Lost interest	4	9	6
Money problems	12	9	11
Lack of time	12	21	15
Took selected courses	12	24	16
Other	16	9	13

From the women's higher percentage of "graduated" and "transferred" and lower percentage of "selected courses," it appears that more women than men are taking degree or transfer courses which require a whole program to be completed. It also appears that the reasons women are leaving are lack of money or time rather than lack of interest.

Recent High School Graduates (Ages 15-24). This particular category of respondents (N = 151) varies considerably from the total group in several respects. (See Table 3.)

Credit area: Forty-seven percent (47%) intend to change careers within 2 years (total = 24%). Fifty-four percent (54%) consider more education to be either required or very helpful for their job (total = 37%). In pursuing information about a college, advice from friends and family is as important (73%; total = 57%) as college admissions counseling, sending for catalogs, and making a personal visit (all were 86-80%; total = 70-77%). As with the total group, selection of a college depends more upon advice by an employer or work-related offerings than upon any other category (17%; total = 21%).

However, this age group depends more heavily than others on the advice of teachers and counselors (14%; total = 8%) and on the cost (10%; total = 5%), The percentage stating a need for financial aid is 56% (total = 35%).

Noncredit area: This group evidences a relatively high interest in recreational skills (29%; total = 19%); percentage of interest paralleled the total group in the areas of practical life skills, counseling, and methods of learning.

Problems faced by recent high school graduates are somewhat different from those of the total group:

	Age 15-24%	Total %
Family responsibilities	57	63
Transportation	46	38
Tuition	67	58

Specifically, they face fewer family responsibilities but find transportation and tuition more of a problem than other groups.

Twelve (8%) of this group had attended RACC. Their reasons for leaving were

	Age 15-24%	Total %
Graduated	10	21
Transfer	20	18
Lost interest	10	6
Money problem	20	11
Lack of time	0	15
Selected courses	30	13

Many of the differences evidenced by this category (age 15-24) can be easily understood in light of the position in life which they occupy (diminishing family ties; beginning their working lives).

Senior Citizens (age 65+). Table 3 presents the data for this category (N = 12).

Credit area: only nine percent (9%) are interested in changing careers (total = 24%). Similarly, only fifteen percent (15%) indicate any necessity for education in their jobs (total = 37%) because 32% are not employed. This category would seek information about colleges in a slightly different manner, from the total group:

	Age 65+ %	Total %
Public school counselor	64	54
Friends	46	57
Employer	45	52
Employment office	46	36
Col. admis. office	64	72
Catalogs	52	70
Visit	67	77

Noncredit area: Interest in noncredit is rather different from that of the total group:

	Age 65+ %	Total %
Hobbies	25	29
Crafts	38	30
Perform. arts	14	10
Special events	6	8
Rec.	11	19
Comm. skills	13	18
Time skills	42	24
Child rearing	4	14
Maintenance	19	20
Personal finance	21	22
Career counseling	4	24
Fin. aid counseling	40	21

Job plcmnt. counseling	10	20
Job finding seminars	17	16
Remedial help	27	17

In contrast to the total group (48%), only fifteen percent (15%) of this group desires part-time evening classes. Instead, they prefer mornings (26%) and afternoons (24%).

Problems faced by this group also vary greatly from the total group:

	Age 65+ %	Total %
Family responsibilities	47	63
Transportation	50	38
Child care	27	46
Tuition	58	58
Inconvenient hours	40	57
Time to study	35	49
Lack of career guidance	40	51
Facilities for handicapped	23	24
Desired courses not available	21	34

Many of the differences evidenced by this category (age 65+) can be understood in light of their position in life. Career and degree programs are of minimal interest. More time is spent at home with lessened family responsibilities.

Blacks. Because of the sampling procedure, most of this category lives in the city of Reading (77%; total = 24%). Table 4 presents the data from this category (N = 34).

Credit area: Sixty percent (60%) of this category indicate that more schooling would be required or very helpful for their jobs (total = 37%). This category's methods of obtaining information about colleges varies as follows from those of the total group:

SURVEY QUESTIONS

	4 - 2c	Rdg. Dist.	Not. Rdg.	1 - 3	1 - 5a	b	c	d	e	f	g	1 - 7	2 - 2a	b	c	d	e	f	g	h	i	3 - 1a	b	c	d	e	f
TABLE 4: ETHNIC GROUP																												
(N) CATEGORY																												
(34) BLACK																												
N	9	24	7	18	19	19	13	15	23	17	21	17	1	0	1	0	0	0	3	1	1	11	7	3	2	9	0
%	39	77	23	60	66	66	43	52	80	57	70	59	14	0	14	0	0	0	43	14	14	34	22	9	6	28	0
(7) ASIAN																												
N	1	2	5	2	3	2	1	1	3	3	4	1	0	0	0	0	0	1	0	2	0	1	2	0	1	2	0
%	25	29	71	29	50	50	17	17	50	50	67	17	0	0	0	0	0	33	0	67	0	17	33	0	17	33	0
(68) HISPANIC																												
N	11	50	3	41	24	8	18	9	31	32	45	30	0	4	2	0	2	0	1	3	5	16	19	8	3	7	2
%	36	94	6	73	60	21	49	22	74	74	96	58	0	24	12	0	12	0	6	18	29	29	35	15	6	13	4
(784) WHITE																												
N	103	131	623	256	372	411	367	249	502	489	521	169	11	28	8	12	6	17	8	23	17	187	193	62	51	121	32
%	22	17	83	33	54	59	53	36	72	69	76	24	8	22	6	9	5	13	6	18	13	29	30	70	8	19	5
TOTAL																												
N	132	212	663	335	430	452	414	285	582	567	620	226	12	33	12	12	8	18	12	29	23	222	230	77	59	144	35
%	24	24	76	37	54	57	52	36	72	70	77	27	8	21	8	8	5	11	8	18	14	29	30	10	8	19	5

SURVEY QUESTIONS

TABLE: 4 ETHNIC GROUP

(N) CATEGORY		3.2a	b	c	d	e	3.3a	b	c	d	e	3.5	3.6a	b	c	d	e	f	g	3.7a	b	c	d	e	f	g	h	i
(34) BLACK	N	10	4	6	5	7	7	4	3	3	3	24	3	4	1	2	2	15	4	18	18	13	20	17	14	14	11	13
	%	31	13	19	16	22	35	20	15	15	15	83	8	11	3	6	6	42	11	58	58	42	64	50	43	45	34	41
(7) ASIAN	N	1	2	1	1	2	0	1	1	1	2	3	0	0	1	0	1	4	0	5	7	2	6	4	4	3	1	3
	%	14	29	14	14	29	0	20	20	20	40	43	0	0	12	0	12	50	0	71	100	30	86	57	57	43	17	43
(58) HISPANIC	N	17	14	8	9	7	16	21	5	3	11	45	15	2	5	4	3	26	2	38	27	27	31	16	19	16	6	3
	%	31	26	15	16	13	29	38	9	5	20	86	24	3	8	6	5	41	3	78	64	64	74	38	42	37	15	8
(764) WHITE	N	92	144	75	121	132	91	74	86	67	69	216	71	53	40	80	73	435	49	473	272	346	439	444	369	315	189	256
	%	18	25	13	21	23	23	19	21	17	17	30	8	6	4	9	8	48	5	62	36	46	57	58	49	41	24	34
TOTAL	N	125	168	95	142	153	120	104	99	78	87	292	90	60	48	87	80	501	57	551	329	403	513	504	424	356	210	293
	%	18	24	14	20	22	24	21	20	16	17	35	9	6	5	8	8	48	5	63	38	46	58	57	49	51	24	34

SURVEY QUESTIONS

		3 - 8a	8	c	d	e	f	g	h	i	3 - 10	3 - 12a	b	c	d	e	f	g

TABLE 4: ETHNIC GROUP

(N) CATEGORY

(34) BLACK																		
	N	7	6	0	4	6	6	7	1	4	3	1	1	1	3	2	0	0
	%	17	14	0	10	14	14	17	2	10	10	12	12	12	38	25	0	0
(7) ASIAN																		
	N	4	0	1	0	0	1	4	0	1	1	0	0	1	0	0	0	0
	%	36	0	9	0	0	9	36	0	9	14	0	0	100	0	0	0	0
(58) HISPANIC																		
	N	23	2	0	8	7	12	17	1	5	6	0	0	0	2	1	0	1
	%	31	3	0	11	9	16	23	1	7	12	0	0	0	50	25	0	25
(784) WHITE																		
	N	273	214	48	54	56	152	302	73	32	78	17	14	3	4	11	13	10
	%	22	18	4	4	5	12	25	6	3	10	24	19	4	6	15	18	14
TOTAL																		
	N	325	231	50	71	71	180	338	79	44	93	19	16	5	10	14	15	12
	%	23	16	4	5	5	13	24	6	3	11	21	18	6	11	15	16	13

	Black %	Total %
Public school counselor	66	54
Friends	66	57
Employer	43	52
Employment office	52	36
College admissions office	80	72
Catalog	57	70
Visit	70	77

In the area of learning methods this catagory gives less emphasis (17%) to lecture method than does the total group (23%), but more emphasis to media-based methods (10%; total = 5%). Eighty-three percent (83%) indicate a need for financial aid (total = 35%).

Noncredit area: This category shows a higher interest in recreational skills (28%; total = 19%), communication skills (31%; total 18%), and career counseling (35%; total = 24%) than the total group.

This category (black) shows interest, not only in part-time evening attendence (42%), but also in full-time afternoon (11%, total = 6%) and weekend (11%; total = 5%) attendance.

Problems encountered by this category are similar to those of the total group with the exception of transportation (58%; total = 31%) and courses not being available (41%; total = 34%).

Hispanics. Because of minority demographic trends, most of this category lives in the city of Reading (94%; total = 24%). Table 4 presents the data from this category (N = 58).

Credit area: Seventy-three percent (73%) of the Hispanics indicate that more schooling would be required or very helpful for their jobs (total = 37%).

This category's methods of obtaining information about colleges rests mainly on high school counselors (60%; total = 54%) and making a visit (96%; total = 77%). It was interesting to note that friends (21%) and the employment

office (22%) are used rather seldom compared to the total group (57%; 36%).

The learning method most preferred is the lecture (31%; total = 23%); least preferred is studying on their own (1%; total = 6%). Two other methods are rated quite differently by this category:

	Hispanic %	Total %
Short conferences	3	16
TV/radio	11	5

Eighty-six percent (86%) express the need for financial aid (total = 35%).

Noncredit area: Interest in the following areas varies between Hispanics and the total group:

	Hispanic %	Total %
Crafts	35	30
Performing arts	15	10
Recreation skills	13	19
Communication skills	31	18
Personal finance	13	22
Financial aid	38	21
Job placement	9	20
Job finding seminar	5	16

Desired times for attendance are similar to those of the total group with the exception of a higher demand for full-time morning classes (24%; total = 9%).

Problems encountered by this group are somewhat different from those of the total group:

	Hispanic %	Total %
Family responsibilities	78	63
Transportation	64	38
Child care	64	46

Tuition	74	58
Inconvenient hours	36	57
Time to study	42	49
Lack of career guid.	37	51
Courses not available	8	34

Selected Occupations. Because there are fifteen (15) categories of occupations, questions and answers (in raw score and percentage form) have been presented in Table 5, and a brief summary of the results is presented below:

Question (total %)	Categories answering higher than average (+ 5%)	Categories answering lower than average (- 5%)
4-2C Change careers?	unskilled labor	data processing
1-3 More school required or helpful? (37%)	*data processing *technician *accounting *education *professional health *other	communications business/commerce unskilled labor rec./social work
1-5 Seek information about college through:		
a. public school counselor (54%)	*technician secy./clerk unskilled labor *rec./social work	data proces. profession busi./commerce education professional hlth. other
b. friends (57%)	*data proces. *communications rec./social work	profession housewife technician account. secy./clerk other
c. employer (52%)	*technician rec./social work	data proces. other

SURVEY QUESTIONS

		4 - 26	Rdg. Dist.	Not. Rdg.	1 - 3	1 - 5a	b	c	d	e	f	g	1 - 7	2 - 2a	a	c	d	e	f	g	c	—	3 - 1a	a	c	d	e	f
TABLE 5: OCCUPATIONS																													
(#) CATEGORY																													
(22) DATA PROCESSING	N	1	9	12	13	3	9	5	2	9	6	9	8	0	3	0	0	1	2	0	1	0	5	5	1	3	3	3
	%	9	43	57	54	27	75	46	20	75	50	75	42	0	43	0	0	14	29	0	14	0	25	25	5	15	15	15
(47) PROFESSIONAL	N	1	3	44	15	17	19	23	11	26	30	31	13	0	2	0	0	1	2	0	5	3	15	12	3	7	8	2
	%	5	6	94	33	42	48	56	28	62	71	78	32	0	15	0	0	8	15	0	39	23	32	26	6	15	17	4
(14) HOUSEWIFE	N	0	4	6	4	4	4	4	4	7	7	11	2	0	0	0	0	0	0	1	0	0	5	3	2	1	0	0
	%	0	40	60	36	57	50	57	7.	100	87	100	22	0	0	0	0	0	0	100	0	0	46	27	18	9	0	0
(17) TECHNICIAN	N	4	6	7	8	10	5	9	8	11	10	12	3	0	1	1	0	1	0	0	0	0	1	4	4	2	2	0
	%	27	40	47	51	67	42	69	57	79	71	86	20	0	33	33	0	33	0	0	0	0	8	31	31	15	15	0
(27) ACCOUNTANT	N	3	10	17	14	15	11	15	7	17	22	16	8	0	0	0	0	0	1	0	1	3	5	5	3	2	3	0
	%	25	37	53	52	60	44	58	27	61	82	59	31	0	0	0	0	0	20	0	20	60	28	28	17	11	17	0
(121) SEC'Y/CLERK	N	18	33	88	51	60	62	54	36	92	87	93	34	2	3	3	3	1	1	2	4	4	25	37	12	6	15	7
	%	23	27	73	41	55	55	50	32	84	78	85	30	9	13	13	13	4	4	9	17	17	24	36	12	6	15	7
(6) COMMUNICATIONS	N	0	0	6	2	3	4	2	0	3	2	2	1	0	1	0	0	0	0	0	0	0	1	2	0	1	1	0
	%	0	0	100	28	50	67	33	0	50	23	33	14	0	100	0	0	0	0	0	0	0	20	40	0	20	20	0
(109) BUSINESS/COMMERCE	N	18	18	90	32	42	57	48	28	76	79	76	24	2	2	2	0	0	2	2	4	5	27	18	7	6	17	5
	%	27	17	83	30	41	56	47	27	74	73	75	23	10	10	10	0	0	10	10	21	26	34	22	9	8	21	6
(137) SKILLED LABOR	N	26	36	100	48	65	72	75	52	83	69	91	35	2	7	1	0	0	2	0	4	5	34	29	6	4	27	4
	%	26	26	74	35	52	57	60	42	66	57	72	27	10	33	5	0	0	10	0	19	24	33	28	6	4	26	4
(209) UNSKILLED LABOR	N	41	50	153	61	123	115	93	71	134	121	142	51	2	6	5	6	2	1	3	3	0	48	51	18	16	38	7
	%	32	25	75	30	63	60	48	37	70	64	76	26	7	21	18	21	7	4	11	11	0	22	29	10	9	21	4
(66) EDUCATION	N	6	11	52	31	28	33	31	25	52	49	50	15	2	5	0	1	0	2	1	2	1	22	23	9	6	8	2
	%	15	18	82	49	47	56	54	44	88	82	86	25	14	36	0	7	0	14	7	14	7	31	33	13	9	11	3
(1) LAW ENFORCER	N	0	0	1	0	0	1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	0	0	1	0
	%	0	0	100	0	0	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	33	33	0	0	33	0
(13) RECREA/SOCIAL WK	N	2	5	8	4	8	7	7	6	7	8	13	4	0	0	0	0	1	0	0	0	1	4	7	4	0	2	0
	%	29	38	62	31	67	64	58	46	58	67	93	33	0	0	0	0	50	0	0	0	50	24	41	24	0	12	0
(40) PRO HEALTH	N	4	11	28	22	17	21	22	9	25	30	35	9	0	1	0	0	0	3	3	2	1	11	12	3	2	7	0
	%	14	28	72	54	45	54	56	24	62	71	85	24	0	10	0	0	0	30	30	20	10	31	34	9	6	20	0
(45) OTHER	N	7	8	34	20	14	16	12	12	23	28	23	13	1	2	0	1	1	1	0	1	0	14	15	1	1	8	5
	%	27	19	81	48	42	44	39	36	66	74	72	32	14	29	0	14	14	14	0	14	0	32	34	2	2	18	11
TOTAL	%	24	24	76	37	54	57	52	36	72	70	77	27	8	21	8	8	5	11	8	18	14	29	30	10	8	19	5

SURVEY QUESTIONS

TABLE 5: OCCUPATIONS		3.2a	b	c	d	e	3.3a	b	c	d	e	3.5	3.6	a	c	d	e	f	g	3.7a	a	c	d	e	f	g	f	-
(99) CATEGORY																												
(22) DATA PROCESSING	N	6	3	4	6	3	2	2	3	5	4	6	1	2	1	1	1	13	1	10	4	8	8	9	12	7	1	7
	%	25	12	17	25	12	12	12	18	29	24	27	4	9	4	4	4	56	4	59	23	50	50	56	75	41	6	44
(47) PROFESSIONAL	N	8	10	3	10	7	5	6	2	5	5	12	2	2	2	4	3	30	3	29	10	21	26	31	24	14	16	20
	%	21	26	8	26	18	21	25	8	21	21	26	4	4	4	7	6	55	6	62	20	46	55	65	51	30	34	42
(14) HOUSEWIFE	N	3	2	0	1	2	1	2	0	0	3	6	2	0	0	2	3	3	0	1	8	4	6	5	5	5	4	2
	%	28	25	10	13	25	17	33	0	0	50	60	18	0	0	18	27	27	0	9	89	57	60	63	63	63	50	75
(17) TECHNICIAN	N	2	2	1	2	1	3	1	0	0	0	5	2	0	0	0	0	13	0	14	8	9	9	8	10	6	6	8
	%	25	25	13	26	13	75	25	0	0	0	31	12	0	0	0	0	77	0	82	50	56	53	50	53	33	40	50
(27) ACCOUNTANT	N	3	2	3	2	3	5	1	2	4	0	8	5	5	2	4	3	10	0	17	12	13	13	11	12	7	12	11
	%	23	15	23	15	23	42	8	17	35	0	33	16	16	6	12	9	31	0	68	43	48	48	39	44	27	41	42
(121) SEC'Y/CLERK	N	17	24	16	7	19	21	15	13	5	13	44	13	9	11	9	12	73	13	86	53	58	73	70	56	51	33	35
	%	20	28	18	8	22	30	21	18	7	18	37	8	6	7	6	8	47	8	71	42	48	59	56	54	40	25	28
(6) COMMUNICATIONS	N	1	1	0	1	1	0	1	0	0	0	2	0	0	0	0	0	5	0	3	2	1	5	3	4	3	1	2
	%	25	25	0	25	25	0	100	0	0	0	33	0	0	0	0	0	100	0	50	28	17	62	50	67	43	17	33
(108) BUSINESS/COMMERCE	N	12	19	9	23	18	15	18	11	10	11	25	6	3	3	7	11	67	8	61	30	46	48	74	56	41	20	42
	%	14	23	11	28	22	26	14	19	18	19	24	5	2	2	6	9	55	7	56	28	41	44	68	53	38	18	39
(137) SKILLED LABOR	N	18	20	10	15	23	19	14	9	6	8	41	13	7	6	11	9	78	12	71	49	56	77	73	60	58	23	36
	%	21	23	12	17	26	34	25	16	11	14	34	8	4	4	7	6	49	8	52	36	43	59	55	44	45	18	28
(208) UNSKILLED LABOR	N	33	40	20	39	40	26	28	29	20	21	90	20	17	14	27	17	108	7	125	90	83	136	107	87	89	48	56
	%	19	23	12	22	23	21	22	23	16	17	47	8	7	6	11	7	45	3	62	45	41	66	53	43	44	24	28
(66) EDUCATION	N	8	16	12	8	13	8	7	11	4	6	21	10	5	3	4	4	36	11	42	21	30	38	43	24	26	16	31
	%	14	28	21	14	23	22	19	31	11	17	36	13	6	4	5	5	46	14	66	33	46	58	66	38	39	24	46
(1) LAW ENFORCER	N	0	0	0	1	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	1	1	1	0	1	0	0
	%	0	0	0	100	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	100	100	100	0	100	0	0
(13) RECREA/SOCIAL WK	N	0	4	8	3	1	2	4	8	3	1	2	1	0	0	1	3	7	0	7	5	4	7	7	8	3	1	4
	%	0	25	50	19	6	11	22	44	17	6	17	8	0	0	8	23	54	0	54	38	30	50	58	62	23	7	31
(40) PRO HEALTH	N	6	11	2	9	9	4	5	3	5	6	13	8	5	3	9	4	23	1	29	17	26	30	24	21	20	7	13
	%	16	30	5	24	24	17	22	13	22	26	34	14	9	5	16	7	41	2	70	39	63	69	51	50	47	17	32
(46) OTHER	N	16	12	3	8	8	7	8	5	5	5	11	3	2	3	5	7	23	0	31	16	28	19	22	21	15	16	15
	%	15	30	8	20	20	22	25	15	15	15	28	6	4	6	9	13	43	0	74	40	68	48	55	54	40	40	38
TOTAL	%	18	24	14	20	23	24	21	20	16	17	35	9	6	5	8	8	48	5	63	38	46	58	57	49	51	24	34

SURVEY QUESTIONS

		a	b	c	d	e	f	g	h	i	3-10	3-12b	a	c	d	e	f	g
TABLE 5: OCCUPATIONS																		
(N) CATEGORY																		
(22) DATA PROCESSING	N	9	5	2	1	2	6	8	2	0	4	0	0	0	0	1	0	0
	%	24	14	5	8	5	16	22	5	0	20	0	0	0	0	100	0	0
(47) PROFESSIONAL	N	22	10	0	5	4	10	19	2	4	3	1	0	0	0	0	0	1
	%	29	13	0	7	5	13	25	3	5	7	50	0	0	0	0	0	50
(14) HOUSEWIFE	N	2	3	0	1	2	1	3	0	0	1	0	0	0	0	0	0	1
	%	17	25	0	8	17	8	25	0	0	10	0	0	0	0	0	0	100
(17) TECHNICIAN	N	7	4	0	0	0	4	6	3	1	6	0	2	1	0	0	3	0
	%	28	16	0	0	0	16	24	12	4	40	0	33	17	0	0	50	0
(27) ACCOUNTANT	N	10	7	4	2	1	6	6	5	2	3	0	0	1	1	1	0	1
	%	23	16	9	5	2	14	14	12	5	12	0	0	25	25	25	0	25
(121) SEC'Y/CLERK	N	56	33	5	12	14	26	49	10	1	20	5	3	0	4	0	3	3
	%	27	16	2	6	7	13	24	5	1	16	28	17	0	22	0	17	17
(6) COMMUNICATIONS	N	2	1	0	0	0	0	3	0	0	1	0	0	0	0	1	0	0
	%	33	17	0	0	0	0	50	0	0	17	0	0	0	0	100	0	0
(109) BUSINESS/COMMERCE	N	35	32	8	6	7	21	39	8	8	11	1	2	0	0	4	4	0
	%	21	19	5	4	4	13	24	5	5	10	9	18	0	0	36	36	0
(137) SKILLED LABOR	N	48	31	12	13	12	26	66	8	3	9	4	0	1	0	1	2	0
	%	22	14	6	6	6	12	30	4	1	7	50	0	12	0	12	25	0
(209) UNSKILLED LABOR	N	56	40	10	14	14	42	81	23	14	14	3	4	1	4	4	1	1
	%	19	13	3	8	8	14	27	9	4	7	17	22	6	22	22	6	6
(86) EDUCATION	N	31	28	2	9	6	7	14	9	7	5	2	1	0	0	0	1	1
	%	25	22	2	7	5	14	11	7	6	8	40	20	0	0	0	20	20
(1) LAW ENFORCER	N	0	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	100	0	0	0	0	0	0	0	0	0	0
(13) RECREA/SOCIAL WK	N	4	5	0	1	2	2	6	0	0	2	0	1	0	1	0	0	1
	%	20	25	0	5	10	10	30	0	0	18	0	33	0	33	0	0	33
(40) PRO HEALTH	N	25	13	2	2	3	7	16	3	2	7	2	1	1	0	1	1	1
	%	33	17	3	3	4	9	21	4	3	17	29	14	14	0	14	14	14
(45) OTHER	N	10	12	3	1	4	9	13	2	1	7	1	2	0	0	1	0	2
	%	18	22	6	2	7	16	24	4	2	17	17	33	0	0	17	0	33
TOTAL	%	23	16	4	5	5	13	24	6	3	11	21	18	6	11	15	16	13

	d. employment office (36%)	**housewife *technician skilled labor education *rec./social work	data proces. profes. account. busi./commerce professional hlth.
	e. college admissions counselor (72%)	**housewife technician *secy./clerk *education	professions account. communications skilled labor rec./social work professional hlth. other
	f. catalog, brochures (70%)	*housewife account. secy./clerk *education	data proces. communications skilled labor unskilled labor
	g. personal visit (77%)	**housewife technician secy./clerk education *rec./social work *professional hlth.	account. communications other
1-7	Interested in college credit courses toward a degree? (27%)	*data proces. professions rec./social work other	housewife technician communications
2-2	How select college now attending? (low N's suggest the need for caution in drawing conclusions)		
	a. family recommendations (8%)	education other	data proces. professions housewife technicians secy./clerk busi./commerce law enforcement rec./social work professional hlth.
	b. employer recommendation (21%)	**data proces. *technician *communications *skilled labor *education other	professions secy./clerk busi./commerce professional hlth.
	c. teacher/counselor recommendations (8%)	*technician secy./clerk *unskilled labor	(all remaining categories had 0%)

d.	reputation of school (8%)	secy./clerk *unskilled labor other	(all remaining categories had 0%)
e.	cost of attending (5%)	data proces. *technician **rec./social work other	account. communications busi./commerce skilled labor education law enforcement professional hlth.
f.	location (11%)	*data proces. account. **professional hlth. other	unskilled labor
g.	where were accepted (8%)	**professional hlth. **housewife	
h.	offerings (18%)	**professions	housewife technician communications law enforcement rec./social work
3-1 Noncredit			
a.	hobby skills (29%)	*housewife busi./commerce	technician secy./clerk communications unskilled labor rec./social work
b.	crafts (30%)	secy./clerk *communications *rec./social work	data proces. busi./commerce
c.	performing arts (10%)	housewife **technician account. *rec./social work	data proces. other
d.	special events (8%)	data proces. professions technician *communications	skilled labor other
e.	recreation skills (19%)	skilled labor *law enforcement	education rec./social work

3-2	Practical skills		
	a. communication (reading, writing) (18%)	data proces. *housewife technician communications	law enforcement rec./social work
	b. home skills (24%)	professional hlth. other	data proces. account. law enforcement
	c. child rearing (14%)	account. education **rec./social work	professions professional hlth. other
	d. maintenance (car, home, appliances) (20%)	data proces. professions technician communications busi./commerce law enforcement	housewife account. secy./clerk education
	e. personal finance (22%)		data proces. technician rec./social work
3-3	Need counseling		
	a. career (24%)	**technician *account. secy./clerk *skill labor	data proces. housewife rec./social work professional hlth.
	b. financial aid (21%)	*housewife	data proces. account. busi./commerce
	c. job placement (20%)	*education **rec./social work	professions housewife technician communications professional hlth. other
	d. job-finding seminars (16%)	*data proces. professions *account. professional hlth.	housewife technician secy./clerk communications skilled labor education
	e. remedial education (17%)	data proces. **housewife professional hlth. law enforcement	technician account. communications

3-6 Best time to attend classes			
	a & e. a.m. (17%)	*housewife account. professional hlth.	data proces. communications law enforcement
	b & e. afternoon (14%)	*housewife *account. other	technician communications law enforcement
	c & f. p.m. (53%)	data proces. professions *technician communications busi./commerce rec./social work	housewife account. professional hlth. other
	g. weekend (5%)	education	housewife technician account. communications law enforcement rec./social work other
3-7 Types of problems prohibiting attendance			
	a. family responsibilities (63%)	*technician account. secy./clerk professional hlth. *other	housewife communications busi./commerce skill labor rec./social work
	b. transportation (38%)	**housewife *technician account. unskilled labor	data proces. professions communications busi./commerce
	c. child care (46%)	*housewife *technician *professional hlth. *other	communications busi./commerce unskilled labor rec./social work
	d. tuition costs (58%)	unskilled labor *professional hlth.	data proces. technician account. busi./commerce rec./social work other
	e. inconvenience of class hours (57%)	professions housewife *business/commerce education	technician account.

	f. lack of time to study (49%)	**data processing *housewife secretary/clerk *communicatons rec./social work other	accounting skilled labor unskilled labor education law enforcement
	g. lack of career guidance (51%)	*housewife *law enforcement	data proces. professions technician secy./clerk communications busi./commerce skilled labor unskilled labor education rec./social work other
	h (i). desired courses not available (34%)	*data proces. professions **housewife *technician account. busi./commerce *education	secy./clerk skilled labor
3-8	Most comfortable method of learning		
	a. lecture (23%)	professions technicians *communications *professional hlth.	housewife other
	b. short conference (16%)	housewife education rec./social work other	
	c. correspondence courses (4%)	account.	professions housewife technician communications law enforcement
	d & i. TV/radio (8%)	--	technician communications law enforcement
	e. private tutor (5%)	*housewife rec./social work	technician communications law enforcement
	f. discussion group (13%)	--	housewife communications law enforcement

g. on-the-job training (24%)	**communications skilled labor rec./social work	account. education
h. study on-your-own (6%)	technician account.	housewife communications law enforcement rec./social work

3-12 Reason for leaving RACC (included only those categories giving 3 or more responses.)

a. graduated (21%)	**skilled labor *education professional hlth.	technician account. rec./social worker
b. transferred (18%)	*technician *rec./social work *other	account. skilled labor education
c. lost interest (6%)	*technician *account. professional hlth.	secy./clerk busi./commerce education rec./social work other
d. money problems (11%)	*account. *secy./clerk *unskilled labor **rec./social work	(all other categories had 0%)
e. lacked time (15%)	*account. **busi./commerce unskilled labor	--
f. took selected courses (16%)	**technician **busi./commerce skilled labor	unskilled labor
g. other reasons (13%)	*account. education **rec./social work other	unskilled labor

* 10% - 19% higher than average
** more than 20% higher than average

From the preceding summary, various pieces of specific information can be gleaned relative to each category and question. For example, housewives, technicians, and skilled laborers are more likely to go to an employment office for college information than are data processors, professionals, and account-

ants. In selecting a college data processors and skilled laborers (among several others) are more likely to seek employer recommendations than are secretaries or business persons. Housewives feel a greater need for financial aid counseling than for career counseling. Many housewives and accountants could attend morning and afternoon classes; whereas data processors, professionals, and businesspersons are for the most part limited to evening hours. Only educators seem to want weekend classes. Data processors, accountants, and businesspersons (among several others) have the problem of desired courses not being available.

Selected Income Groups. Because there are seven (7) categories of income, questions and answers (in raw score and percentage form) have been presented in Table 6 and only a brief analysis is included here.

From the data, one can see that more low income than high income respondents intend to change careers, feel a need to pursue more education for a job, and would require financial aid. Methods of gathering information about colleges and methods of learning do not vary in any systematic way across the categories. It is interesting to note that the lowest ($5,999) and next-to-highest ($14,000 - 15,999) income groups evidence the same high interest (29; total = 19%) in recreational skills. Lower-income groups tend to find mornings and afternoons as desirable as evenings for attending classes.

Higher income groups give as reasons for leaving RACC "graduated" and "transferred." Whereas, lower income groups left because of "money problems" and "lack of time."

Selected Educational Levels. Because there are ten (10) categories (levels) of education, questions and answers (in raw score and percentage point form) have been presented in Table 7 and only a brief analysis is included here.

The respondents in the lower two educational levels indicate "very low need" (18-23%) for further schooling for their job. Higher educational

SURVEY QUESTIONS

		4 - 2c	Reg. Dist.	Not Reg.	1 - 3	1 - 5a	b	c	d	e	f	g	1 - 7	2 - 2a	b	c	d	e	f	g	h	i	3 - 1a	b	c	d	e	f
TABLE 6: INCOME																												
(M) QUESTIONS																												
(4)	LESS THAN $5,999																											
	N	0	1	3	1	4	3	3	1	3	4	4	2	0	0	0	0	0	0	0	0	0	3	1	1	0	2	0
	%	0	25	75	25	100	75	75	25	75	100	100	50	0	0	0	0	0	0	0	0	0	43	14	14	0	29	0
(100)	$6,000 - $7,999																											
	N	14	48	54	34	55	47	37	43	53	55	70	26	1	2	2	0	0	1	0	2	3	22	29	12	2	4	3
	%	33	48	54	34	58	50	40	48	58	58	74	27	9	18	18	0	0	9	0	18	27	31	40	17	2	6	4
(6)	$8,000 - $9,999																											
	N	2	0	3	0	3	1	3	1	2	3	4	0	0	0	0	0	0	0	0	0	0	0	2	0	0	0	0
	%	50	0	100	0	100	33	100	25	50	75	100	0	0	0	0	0	0	0	0	0	0	0	100	0	0	0	0
(116)	$10,000 - $11,999																											
	N	22	46	66	41	99	51	44	42	75	73	75	21	0	3	3	2	3	2	2	8	4	29	30	7	6	19	4
	%	34	40	60	47	89	56	46	43	76	72	77	22	0	12	12	8	12	8	8	24	16	30	32	7	6	20	4
(13)	$12,000 - $13,999																											
	N	3	6	7	5	7	5	8	3	8	7	6	6	0	0	0	1	2	0	0	0	0	2	3	2	1	2	1
	%	38	46	54	38	64	46	67	27	73	58	55	46	0	0	0	33	67	0	0	0	0	18	27	18	9	18	9
(201)	$14,000 - 15,999																											
	N	22	36	183	75	96	112	115	56	128	123	131	47	2	4	5	1	0	3	1	4	5	38	53	9	10	47	5
	%	16	18	82	37	53	60	64	31	69	66	71	25	12	15	19	4	0	12	4	15	19	24	33	6	6	29	3
(348)	$16,000 & Above																											
	N	54	55	290	141	146	181	160	102	246	244	258	93	7	17	1	4	2	8	5	13	11	105	80	36	33	59	20
	%	23	16	84	40	48	57	51	32	77	76	81	28	10	25	2	5	3	12	7	19	16	32	24	11	10	18	6
TOTAL	N	132	212	883	335	430	452	414	286	582	567	620	226	12	33	12	12	8	18	12	29	23	222	230	77	59	144	36
	%	24	24	78	37	54	57	52	35	72	70	77	27	8	21	8	8	5	11	8	18	14	29	30	10	8	19	5

SURVEY QUESTIONS

TABLE 6: INCOME

(N) QUESTIONS

		3-2a	b	c	d	e	3-3a	b	c	d	e	3-6	3-6a	b	c	d	e	f	g	3-7a	b	c	d	e	f	g	z	—
(4)	LESS THAN $5,000																											
	N	1	2	1	0	3	1	1	0	0	3	5	3	1	0	0	0	1	0	3	2	2	3	1	1	2	0	0
	%	14	29	14	0	43	20	20	0	0	60	100	60	20	0	0	0	20	0	75	50	50	75	25	25	50	0	0
(169)	$5,000 - $7,999																											
	N	15	26	8	11	7	9	13	7	8	6	57	15	11	5	13	12	35	5	57	58	38	71	44	39	35	25	18
	%	22	39	12	16	10	20	30	16	18	14	61	12	9	4	11	10	29	4	58	59	38	72	43	39	36	26	19
(6)	$8,000 - $9,999																											
	N	0	0	0	0	1	0	0	0	0	0	1	1	1	0	0	0	3	0	2	2	1	3	4	1	0	0	2
	%	0	0	0	0	100	0	0	0	0	0	25	20	20	0	0	0	60	0	50	50	25	75	80	25	0	0	50
(116)	$10,000 - $11,999																											
	N	17	22	12	13	21	15	17	12	8	13	51	17	7	7	11	5	55	10	70	57	50	76	59	47	53	30	31
	%	20	26	14	15	24	23	26	18	12	20	49	13	5	5	8	4	42	8	85	53	46	71	54	43	50	27	30
(13)	$12,000 - $13,999																											
	N	4	3	5	0	5	1	4	6	0	3	2	0	0	0	0	1	7	1	6	6	6	4	6	9	6	3	5
	%	24	18	29	0	29	7	29	43	0	21	17	0	0	0	0	9	58	8	54	55	55	55	64	82	42	27	46
(201)	$14,000 - $15,999																											
	N	17	38	18	30	39	24	21	21	13	25	65	18	12	9	24	20	125	11	123	70	87	115	115	106	77	45	67
	%	12	27	11	21	28	23	20	20	12	24	35	7	5	4	10	8	51	5	62	35	44	57	58	54	38	22	33
(348)	$16,000 & Above																											
	N	51	55	43	71	64	56	38	43	37	27	77	26	19	17	33	34	228	28	241	93	181	178	211	168	146	83	137
	%	17	19	15	24	22	27	18	21	18	13	23	6	5	4	8	8	55	7	40	26	52	50	60	49	42	24	39
TOTAL	N	125	168	95	142	153	120	104	99	78	87	292	90	60	48	87	80	501	57	551	329	403	513	504	424	356	210	293
	%	18	24	14	20	22	24	21	20	16	17	35	9	6	5	8	8	48	5	63	38	46	58	57	49	51	24	34

SURVEY QUESTIONS

		3 - All	a	c	d	e	f	g	h	i	3 - 10	3 - 12a	a	c	d	e	f	g
TABLE 6: INCOME																		
(N) QUESTIONS																		
(4)	LESS THAN $5,000																	
	N	2	0	1	3	0	0	0	0	0	0	0	0	0	0	0	0	0
	%	29	0	14	43	0	0	0	0	0	0	0	0	0	0	0	0	0
(100)	$5,000 - $7,999																	
	N	31	11	4	10	9	17	31	4	11	9	0	0	0	4	3	0	2
	%	24	8	3	8	7	13	24	3	8	9	0	0	0	44	33	0	22
(5)	$8,000 - $9,999																	
	N	0	2	1	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	%	0	40	20	0	0	0	20	0	0	0	0	0	0	0	0	0	0
(118)	$10,000 - $11,999																	
	N	37	24	6	7	9	22	52	12	7	15	3	2	1	3	1	3	2
	%	21	14	3	4	5	12	29	7	4	14	20	13	7	20	7	20	13
(13)	$12,000 - $13,999																	
	N	4	5	2	1	1	2	5	2	0	2	0	0	0	1	0	0	1
	%	18	23	9	5	5	9	23	9	0	15	0	0	0	50	0	0	50
(201)	$14,000 - $15,999																	
	N	69	56	14	16	13	44	86	20	5	23	5	7	2	1	3	6	1
	%	21	17	4	5	4	14	26	6	2	12	20	28	8	4	12	24	4
(348)	$16,000 & Above																	
	N	154	111	18	26	30	64	134	25	11	38	10	5	2	0	6	6	2
	%	27	19	3	4	5	11	23	4	2	11	32	16	6	0	19	19	6
TOTAL	N	325	231	50	71	71	180	338	79	44	93	19	16	5	10	14	15	12
	%	23	16	4	5	5	13	24	6	3	11	21	18	6	11	15	16	13

SURVEY QUESTIONS

TABLE 7: EDUCATION

(N) QUESTIONS

(559)	GRADES 1-8																									
	N	10	15	5	5	4	2	12	3	4	6	32	12	9	5	8	4	17	4	39	32	23	34	25	24	26	17	17
	%	24	37	12	12	10	7	43	11	14	21	53	14	10	6	9	5	20	5	59	52	37	57	42	38	41	28	28
(1131)	GRADES 9-11																									
	N	19	22	6	19	17	9	11	9	9	5	53	16	8	6	10	11	58	7	69	64	50	75	67	62	56	35	40
	%	23	26	7	23	20	21	26	21	21	12	44	11	5	4	7	8	40	5	56	51	40	59	46	50	46	28	33
(3852)	H.S. GRADUATE																									
	N	47	81	48	57	70	63	48	47	24	43	136	39	25	21	39	36	236	19	243	133	183	243	234	193	178	86	110
	%	15	26	16	18	23	27	21	20	10	19	37	8	5	4	8	8	51	4	64	34	48	64	61	51	46	22	29
(462)	1 Yr. COLLEGE																									
	N	12	7	10	10	17	11	10	12	4	5	22	4	4	2	3	5	40	5	38	21	28	32	37	32	15	11	21
	%	21	12	18	18	30	28	23	28	9	12	38	6	6	3	4	7	57	7	63	34	47	52	54	50	25	17	26
(497)	2 Yrs. COLLEGE																									
	N	15	7	5	11	11	14	7	9	4	8	24	9	7	6	5	7	32	1	37	23	22	34	34	25	18	19	22
	%	29	13	10	22	22	32	18	20	9	18	41	12	10	8	7	10	44	1	59	39	37	54	58	40	28	30	38
(259)	3 Yrs. COLLEGE																									
	N	3	6	3	3	3	1	5	1	1	2	4	2	2	1	4	1	16	1	15	7	10	14	14	15	6	3	7
	%	17	33	17	17	17	10	50	10	10	20	17	7	7	4	14	4	55	4	60	28	40	56	54	62	24	12	28
(865)	4 Yrs. COLLEGE																									
	N	10	16	9	21	15	12	8	11	19	11	11	4	2	3	12	12	50	12	53	25	44	43	59	44	31	19	41
	%	14	22	12	29	21	19	13	18	31	18	14	4	2	3	12	12	50	12	65	30	52	50	69	52	35	22	48
(568)	GRADUATE LEVEL																									
	N	7	13	7	14	14	6	3	6	12	5	8	3	3	4	4	3	42	8	47	19	37	30	38	22	24	17	32
	%	12	23	12	26	26	18	9	18	36	15	15	4	4	6	6	4	80	11	82	33	62	52	62	41	41	28	53
(10)	TRADE SCHOOL																									
	N	1	1	1	1	1	1	0	0	1	1	1	0	0	0	0	1	8	0	6	4	4	4	5	4	3	1	2
	%	20	20	20	20	20	33	0	0	33	33	14	0	0	0	0	11	89	0	67	40	44	40	56	40	33	14	20
(2)	BUSINESS SCHOOL																									
	N	0	0	1	0	0	1	0	1	0	0	1	1	0	0	1	0	0	0	2	0	0	1	1	0	1	0	0
	%	0	0	50	0	0	50	0	50	0	0	50	50	0	0	50	0	0	0	100	0	0	50	50	0	50	0	0
(5804)	TOTAL																									
	N	125	168	96	142	153	120	104	99	78	87	292	90	60	48	87	80	501	57	551	329	403	513	504	424	366	210	293
	%	18	24	14	20	22	24	21	20	16	17	35	9	6	5	8	8	48	5	63	38	46	58	57	49	51	24	34

SURVEY QUESTIONS

TABLE 7 EDUCATION

(N) QUESTIONS

		4 - 2c	Rdg. Dist.	Not Rdg.	1 - 3	1 - 6a	b	c	d	e	f	g	1 - 7	2 - 2a	b	c	d	e	f	g	h	i	3 - 1a	b	c	d	e	f
(889)	GRADES 1-8																											
	N	4	29	40	16	30	31	31	26	39	40	44	15	0	0	1	0	0	0	0	0	0	11	16	3	1	6	5
	%	12	42	58	23	64	50	52	41	62	64	70	22	0	0	100	0	0	0	0	0	0	26	38	7	2	14	12
(131)	GRADES 9-11																											
	N	20	47	81	36	82	71	60	51	78	67	89	23	1	2	3	1	2	1	3	1	0	28	28	12	0	20	1
	%	26	37	63	28	68	59	50	44	65	56	74	18	7	14	21	7	14	7	24	7	0	32	32	14	0	22	1
(382)	H.S. GRADUATE																											
	N	61	78	302	125	197	221	190	131	252	250	268	96	4	14	6	5	1	5	2	6	10	94	103	19	28	64	16
	%	28	20	80	33	55	62	53	37	71	69	76	26	8	26	11	9	2	9	4	11	19	21	32	6	9	20	5
(82)	1 Yr. COLLEGE																											
	N	13	15	45	34	24	22	24	14	42	38	48	19	2	2	1	2	1	3	2	3	0	15	21	11	7	10	2
	%	31	25	75	54	41	41	45	25	75	70	81	35	12	12	6	12	6	19	12	19	0	23	32	17	11	15	3
(67)	2 Yrs. COLLEGE																											
	N	9	18	43	31	27	30	26	15	48	47	46	25	1	2	1	1	3	3	0	1	2	17	11	9	5	11	2
	%	22	30	70	49	48	57	48	27	81	77	77	48	7	14	7	7	21	21	0	7	14	31	20	16	9	20	4
(25)	3 Yrs. COLLEGE																											
	N	4	4	19	15	13	10	17	6	18	17	16	5	1	2	0	1	0	4	2	4	2	8	7	4	2	3	0
	%	27	17	83	62	59	48	81	29	86	77	76	24	6	12	0	6	0	25	12	26	12	33	29	17	8	12	0
(86)	4 Yrs. COLLEGE																											
	N	8	12	71	38	22	41	37	19	59	61	61	26	2	3	0	1	0	0	3	8	4	24	24	10	8	15	5
	%	14	14	86	44	31	56	51	26	80	81	85	34	10	14	0	5	0	0	14	38	19	28	28	12	9	17	6
(58)	GRADUATE LEVEL																											
	N	12	4	52	31	21	20	23	17	37	37	39	15	1	8	0	1	1	2	0	6	5	19	18	9	7	14	3
	%	25	7	93	54	47	44	49	37	80	80	89	31	4	33	0	4	4	8	0	25	21	27	26	13	10	20	4
(10)	TRADE SCHOOL																											
	N	1	5	5	6	4	5	4	4	5	5	4	1	0	0	0	0	0	0	0	0	0	4	2	0	1	1	0
	%	11	50	50	60	67	71	67	80	83	83	57	11	0	0	0	0	0	0	0	0	0	50	25	0	12	12	0
(2)	BUSINESS SCHOOL																											
	N	0	0	2	0	0	1	1	2	2	2	2	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	1
	%	0	0	100	0	0	50	50	100	100	100	100	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	100
(894)	TOTAL																											
	N	132	212	663	335	430	462	414	285	582	567	620	226	12	33	12	12	8	8	12	29	23	222	230	77	59	144	35
	%	24	24	76	37	54	57	52	36	72	70	77	27	8	21	8	8	5	11	8	18	14	29	30	10	8	19	5

SURVEY QUESTIONS

			a	b	c	d	e	f	g	h	3-10	3-12a	a	b	c	d	e	f
TABLE 7: EDUCATION																		
(N) QUESTIONS																		
(69)	GRADES 1-8																	
	N	13	7	2	12	11	6	25	4	8	2	0	0	1	1	1	0	0
	%	15	8	2	14	12	7	28	6	9	3	0	0	33	33	33	0	0
(131)	GRADES 9-11																	
	N	28	8	9	14	9	24	57	15	14	2	1	3	0	0	1	0	0
	%	14	9	5	7	5	12	30	8	7	2	20	60	0	0	20	0	0
(369)	H.S. GRADUATE																	
	N	121	104	24	24	32	64	171	40	17	34	8	7	1	1	3	7	4
	%	20	17	4	4	5	11	28	7	3	9	26	23	3	3	10	23	13
(92)	1 Yr. COLLEGE																	
	N	27	18	1	6	7	18	18	7	0	18	1	2	2	5	1	2	3
	%	26	18	1	6	7	18	18	7	0	29	6	12	12	31	6	12	19
(67)	2 Yrs. COLLEGE																	
	N	31	12	5	4	4	19	21	2	1	15	4	2	0	2	3	1	4
	%	31	12	5	4	4	19	21	2	1	26	25	12	0	12	19	6	25
(28)	3 Yrs. COLLEGE																	
	N	14	11	3	1	1	6	8	1	0	1	0	0	0	1	0	0	0
	%	31	24	7	2	2	13	18	2	0	4	0	0	0	100	0	0	0
(83)	4 Yrs. COLLEGE																	
	N	53	29	8	5	2	25	25	5	1	14	3	2	0	0	5	3	1
	%	35	19	4	3	1	16	16	3	1	16	21	14	0	0	36	21	7
(68)	GRADUATE LEVEL																	
	N	30	31	0	5	5	13	4	4	2	9	2	0	1	0	0	2	0
	%	31	32	0	5	5	14	4	4	2	16	40	0	20	0	0	40	0
(10)	TRADE SCHOOL																	
	N	5	0	0	0	0	4	6	0	1	0	0	0	0	0	0	0	0
	%	30	0	0	0	0	25	38	0	6	0	0	0	0	0	0	0	0
(3)	BUSINESS SCHOOL																	
	N	2	0	0	0	0	0	1	0	0	0	0	0	0	0	0	0	0
	%	67	0	0	0	0	0	33	0	0	0	0	0	0	0	0	0	0
(884)	TOTAL																	
	N	325	231	50	71	71	180	338	79	44	93	19	16	5	10	14	15	12
	%	23	16	4	5	5	13	24	6	3	11	21	18	6	11	15	16	13

level respondents show higher educational needs (44-60%). Lower levels indicate greater use of an employment agency for college information than higher levels. Those people familiar with education (1yr. college and up) show a high preference for getting information from college admissions counselors and catalogs.

Respondents in the second educational category (grades 9-11) select a college in two main ways: on the basis of teacher/counselor advice and on where they were accepted. Interestingly, blacks (43%) and professional health respondents (30%) also give the latter as a major factor.

More low educational than high educational level respondents would require financial aid and would prefer on-the-job training. Lecture method is preferred by most of the other respondents.

In the noncredit area, trade school respondents show a marked preference for hobby courses. Grades 1-8 desire crafts. A higher percentage of low (grades 1-11; 23%) than high education (HS-bus; 18%) respondents show interest in communications skills.

Attendance would be best during the evening hours for all groups. Problems that would limit attendance show some patterns by educational level:

Question (total %)	Categories answering higher than average (+ 5%)	Categories answering lower than average (- 5%)
3-7 Types of problems prohibiting attendance.		
a. family responsibility	*grad. level **busi. school	gr. 9-11
b. transportation (38%)	*gr. 1-8 *gr. 9-11	3 yr. college 4 yr. college grad. level
c. child care (46%)	4 yr. college *grad. level	gr. 1-8 gr. 9-11 2 yr. college
d. tuition costs (58%)	high school grad.	1 yr. college 4 yr. college grad. level trade school

e. inconvenience of class hours (57%)	*4 yr. college grad. level	gr. 1-8 gr. 9-11 business school
f. lack of time to study (49%)	*3 yr. college	gr. 1-8 2 yr. college 4 yr. college grad. level trade school
g. lack of career guidance (51%)	--	gr. 1-8 1 yr. college 2 yr. college 3 yr. college 4 yr. college grad. level trade schools
h. (i) desired courses not available (34%)	*4 yr. college *grad. level	gr. 1-8 HS grad. trade school

* 10 - 19% higher than average
** more than 20% higher than average

From the data, it seems that reasons for leaving RACC can be summarized as follows: people with 4 years of college tend to leave for lack of time (36%) and after taking selected classes (21%); high school graduates seem to either graduate (26%), transfer (23%), or take selected classes (23%); and those with one year of college leave mainly for money problems (31%).

Discussion and Recommendations

Conclusions and recommendations will be made in the same order as the objectives on page one.

Perceptions of RACC

First, it should be emphasized that, counter to expectations, over one-half of the respondents (59%) has a favorable perception of RACC. Secondly, a high percentage (38;% age 65+ = 54%) does not know how RACC is doing. This suggests the first recommendation that

> awareness-level advertising be instituted county-wide to lower the percentage of people who have not heard of RACC.

Because of the high percentage of "less than satisfactory" responses given by two important categories (income: $12,000 - 13,999 = 31%; occupation: communications = 40%), the second recommendation is that

> positive awareness advertising be aimed at people in communications and in the $12,000 - 13,999 income group.

Educational Needs

Women. Since college selection was based greatly on offerings (20%) and location (15%), and women preferred crafts, home skills and child rearing, the following is given as the third recommendation that

> RACC take full advantage of its convenient location to offer courses and services aimed specifically at women.

Recent High School Graduates (Ages 15-24). Because such a high percentage of this group perceives education to be important in their future jobs (54%) and does not know about RACC (35%) it seems imperative that RACC expend some resources to better define this particular segment of its market and also to make these people more aware of RACC's offerings. Thus, is offered the fourth recommendation that

1. RACC concentrate a portion of its awareness-level advertising on the 15-24 year old age group.
2. RACC emphasize how job-related its courses are - perhaps through ads citing employer recommendations of RACC.
3. Recruitment efforts through high school counselors continue to increase.
4. Availabliity of financial aid be emphasized.
5. Availability of public transportation be emphasized.

Senior Citizens (Age 65+). Based upon the unique needs and interest evidenced by this sizeable age category, the fifth recommendation is that

1. Awareness-level advertising be aimed at this age category.
2. Information be dispersed through the employment office.
3. Courses be developed for this age group in the area of crafts, home skills, and remedial skills.

4. Courses be offered in morning and afternoon hours.

5. Availability of public transportation be emphasized or take the courses to areas of concentration of senior citizens.

Blacks. Because a high percentage (60%) of this category evidenced a need for more education for their jobs, it would seem advisable for RACC to further research their needs. Based upon the information gleaned in this syrvey, the sixth recommendation is that

1. The group be further studied for its educational needs.

2. Information about RACC be dispersed through the employment office and high school counselors.

3. Teaching methods for this group utilize more media and rely less on the lecture method.

4. Recreational and communication skills as well as career counseling be offered.

5. Evening, afternoon and, perhaps, weekend classes be offered.

6. Availability of public transportation be emphasized or take the courses to the area of concentration of blacks.

Hispanics. Because seventy-three percent (73%) of this category indicated that education is important for their jobs and because the Hispanic community in Reading is growing and is generally located near the college; it would seem valuable to further pursue the educational needs of this group. Based upon the data gathered in this study the seventh recommendation is that

1. High school counselors disperse information to this group.

2. Advertisements encourage visits to the facility.

3. Availability of financial aid be emphasized.

4. Courses in communications skills be emphasized to this category.

5. Morning as well as evening classes be available for them.

6. Availability of child care at RACC be stressed.

7. Availability of public transportation be stressed or take the courses to the area of concentration of Hispanics.

Selected Occupations. Because of the great number of categories and

questions, only a few of the more outstanding conclusions will be discussed. First, more schooling was seen as desirable by six occupational categories: data processing, technician, accounting, education, professional health, and other. It would seem logical, then, to examine each of these categories more closely.

Data Processing. This category seems to find out about colleges mostly via friends and employer recommendation. Cost and location are also important factors in selecting a college. Job-finding seminars were desired by this group. Evening hours are preferred over morning and afternoon. The two major problems cited by this category were lack of time to study and desired courses not being available. Based on the preceding, the eighth recommendation is that

1. Information about RACC, stressing its competitive price and convenient location, be dispersed through professional data processing organizations and employers.
2. New data processing courses be developed to meet the needs of inservice data processors.
3. Time management workshops be offered to deal with the perceived "lack of time" problem.
4. Job-finding seminars be designed for the group.

Technician. This category finds out about colleges through public school counselors, employer recommendation, and the employment office. Cost is also a deciding factor in college selection. Technicians cited a need for career counseling. Evening hours are preferred by this category. Their main problems are family responsibilities, child care, transportation, and desired courses being unavailable. Reasons cited for leaving RACC are taking only selected courses, transferring, and losing interest.

In the noncredit area, high interest was evinced in the performing arts. Upon the above is based the ninth recommendation that

1. Information about RACC stressing its competitive price, counseling, location, and child care, be dispersed through public schools, the employment office, and employers of technicians.

2. Invitations to visit RACC be extended to this group.

3. New courses be developed to meet the needs of in-service technicians.

4. Performing arts activities be offered and well-advertised.

Accounting. This category chose only two methods of gaining information about and selecting a college: through catalogs and brochures and location of the school. (Of less than average importance to this group were recommendations of friends, employment office information, college admissions counselor information, reputation of the school, and cost of attending.) Career counseling and job-finding seminars were rated as needs by this group. The best time for attending was evening (37%), but a good number also cited a preference for morning (28%) and afternoon (25%) classes. Problems of this category of people were mainly family responsibilities (not child care), transportation, and desired courses being unavailable. Reasons for leaving RACC were loss of interest, money problems, and lack of time. Based upon the above, the tenth recommendation is that

1. RACC disperse catalogs and brochures which highlight its convenient location, the accounting program, availability of career counseling through professional accounting organizations and employers.

2. New courses be developed and scheduled to meet the needs of in-service accountants.

3. Job-finding and time-management seminars be offered for this group.

Education. This category finds out about colleges mainly through college admissions counselors, catalogs and brochures, and personal visits. Selection of a college is done more through employer and friends' recommendations than through reputation and cost of the school. Child-rearing skills and job placement counseling were listed as desirable. Evening classes were seen as the best option (46%) but weekends were also listed as a second possibility (14%). Problems prohibiting attendance were primarily inconvenience of class hours and unavailability of desired courses. Short conferences were seen as a desirable method of learning by this category. Based on the preceding,

the eleventh recommendation is that

1. RACC disperse catalogs and brochures highlighting its child development courses and job placement counseling to Berks County educators.

2. New courses and short conferences be developed and scheduled to meet the needs of in-service educators.

Professional Health. This category of respondents mentioned personal visits to a college and its location as being important in their selection of their college. Of less importance were information from an employment office and a college admissions counselor, employer recommendation, reputation of the school and cost of attending. Job-finding seminars, remedial education and home skills were desired by this category. The best time to attend classes was in the evening (46%) but mornings were also given as a workable option by thirty percent (30%) of the group. Problems included child care, tuition costs and family responsibilities. The major reason for leaving RACC was graduation from a program. The twelfth recommendation is that

1. Invitations to visit RACC be extended to this group.

2. Courses be developed and scheduled to meet the needs of in-service health professionals.

3. Advertising point out RACC's convenient location, class scheduling, low cost, and child care facilities.

Other Occupations. This category includes such occupations as geneologist, model, student, and farmer. Selection of a college is done mainly on the basis of information from personal visits, catalogs and brochures, college admissions counselors, and employer recommendations. This category showed a higher than average (30%) interest in home skills. Although a high percentage (49%) favored evening classes, a fair percentage (17%) favored afternoon classes. Problems of this category were mainly family responsibilities, child care, and lack of time to study. The best learning method was given as short conferences. Reasons for leaving RACC were mainly unclassified. The thirteenth recommendation is that

This category be further studied for more specific definition of its components.

Because this section has concentrated on known occupations with known skills and knowledge bases, it is felt that it is the most important of all the sections with respect to RACC's proposed marketing plan. Therefore, the subsequent categories will be given rather brief treatment.

Selected Income Groups. Based upon the data reported in the analysis section the fourteenth recommendation is that

1. Awareness-level advertising stressing career change counseling availability of financial aid and child care, be aimed at low income groups.

2. Recreational skills courses be offered and well-advertised.

Selected Educational Levels. The information given in the analysis section suggests the fifteenth recommendation that

1. Awareness-level advertising, stressing career change counseling, child care, financial aid is necessary to raise the educational awareness of people with little schooling.

2. Information about RACC should be dispersed to lower education groups through employment offices and to higher educational groups through catalogs.

3. RACC explore the possibility of cooperation with business/industry to educate workers on-site.

4. Hobby and craft courses be well-advertised.

Summary

The purpose of this study was to provide educational needs assessment data on Berks County area residents as a base upon which to design a preliminary marketing plan for the Reading Area Community College.

The survey instrument included questions on credit and noncredit interests, problems prohibiting enrolling at a college, how people select a college, perceptions of RACC, and demographic descriptors of the respondent.

Sampling was conducted using a stratified random design. Respondents'

names were selected from either the Reading Telephone Directory or the Reading City Directory.

Telephone workers were carefully interviewed and oriented prior to the administering the survey.

A pilot study was conducted two months before the major study for the purpose of testing the instrument and modifying calling times.

The major survey was administered in January 1981. Over a period of three weeks, fourteen callers and one person-to-person interviewer completed 863 surveys.

Data analysis was done via an in-house computer program which yielded tallies and percentages for each question. It was possible to sort the responses by eight different categories for analysis purposes.

Findings are summarized at the beginning of the report. Detailed analysis, discussion and recommendations form the major body of the report.

The survey provides a great deal of information. Careful consideration of the findings can help Reading Area Community College formulate plans for the future.

APPENDIX

1. Objectives of Telephone Survey
2. Targets for the Marketing Survey
3. Telephone Survey Instrument (Questionnaire and Answer Sheet)
4. Berks County Demographic Data
5. Apple Program
6. Stratified Sampling Percentages
7. Orientation of Telephoners
8. Entering Questions for Surveys
9. Sorting Categories
10. Further Information from the Survey

Marketing - Needs Assessment

Objectives of Telephone Survey

The 1980-81 telephone survey will attempt to determine:

1. Community acceptance of Reading Area Community College
2. Community perceived quality of Reading Area Community College's education
3. Needs of:
    a. Recent high school graduates
    b. Hispanics
    c. Blacks
    d. Senior citizens
    e. Women
    f. RACC students
4. Services desired by community
5. Reasons for selecting specific colleges

TARGETS FOR THE MARKETING TELEPHONE SURVEY

1. Community acceptance of RACC and perceived quality of education
2. Needs survey of the business community and health care agencies (programmatic, credit and non-credit)
3. Needs survey for senior citizens--what services would they like to see RACC provide
4. Needs survey of Hispanics and Blacks--why do they come to RACC and what should we be providing them
5. Racial, gender, age breakdown of respondents
6. Recent high school graduates (RACC students)
   a. Who comes from which school district?
   b. What percentage of the graduating class comes from each district?
   c. What brought these students here? Price, location, program?
   d. Difference between students from Reading School District and other school districts as to reasons for coming
7. Simultaneous survey of RACC students and community at large
8. Student responses to College publications
9. Student response to facilities, food, parking, bookstore, etc.

READING AREA COMMUNITY COLLEGE
TELEPHONE SURVEY

SECTION I

Hello. My name is _____ and I'm calling for Reading Area Community College. Would you mind giving us some of your opinions on schools?

May I speak to/ the youngest person older than 18 / the oldest person/ at home now?

Hello. My name is _____ and I'm calling for Reading Area Community College. Would you mind giving us some of your opinions on schools?

The questions will take about 15 minutes to answer. Would you be willing to spend this time to help us out?

1. In what city or township do you now live? _____

   In which school district? _____

___ Antietam (05)	___ Governor Mifflin (40)	___ Schuylkill County (75)
___ Boyertown Area (10)	___ Hamburg Area (45)	___ Schuylkill Valley (77)
___ Brandywine Heights Area (15)	___ Kutztown Area (55)	___ Tulpehocken Area (80)
___ Chester County (19)	___ Lancaster County (56)	___ Twin Valley (85)
___ Conrad Weiser Area (20)	___ Lebanon County (57)	___ Wilson (90)
___ Daniel Boone Area (25)	___ Muhlenberg Township (60)	___ Wyomissing (95)
___ Exeter Township (30)	___ Oley Valley (65)	___ Other - Pa. (99)
___ Fleetwood Area (35)	___ Reading (70)	___ Other - Out-of-state (88)

_____
(Name of District)

2. What's more important in getting a good job and better pay — schooling or practical job experience? (READ STATEMENTS IF PROMPTING NEEDED.)

   1. Formal schooling is most important in obtaining a good job, and better pay.
   2. Formal schooling and practical job experience are equally important.
   3. Practical job experience is more important than formal schooling.
   4. DON'T KNOW

3. Is more schooling important for your present or planned job?

   1. Required
   2. Very Helpful
   3. Some Importance
   4. Don't Know
   5. No

4. Are you now taking courses at any College?

   1. YES GO TO YELLOW PAGES (SECTION II)
   2. NO NEXT QUESTION

5. If you wanted information on educational programs, would you . . .

		YES	NO	DON'T KNOW
a.	Go to a public school counselor for guidance and help	1	2	3
b.	Ask friends, neighbors, and relatives for information	1	2	3
c.	Ask your employer	1	2	3
d.	Ask someone at an employment office	1	2	3
e.	Go to a college admissions counselor	1	2	3
f.	Send away for college catalogs or brochures	1	2	3
g.	Make a personal visit to a college	1	2	3

6. Where would you like to attend classes if you could go anywhere you wanted to? (START TO READ LIST IF PROMPTING REQUIRED.)

1. Reading Area Community College Campus
2. Penn State, Berks Campus
3. Public High School, Day or Evening
4. Religious Institution or Group
5. YMCA or YWCA
6. Community Center or Club
7. Local Library
8. No Preference
9. Other (Specify): _____

7. Even though you are not now taking college courses, at this point in your life are you interested in taking college courses for credit towards a degree?

1. YES — NEXT QUESTION
2. NO — GO TO PINK PAGES (SECTION III)

8. What types of courses would you be most interested in taking, not necessarily at RACC?

_____

_____

_____

9. Why are you interested in these courses? (PROBE: How will it benefit you the most?)

_____

_____

_____

10. Would you be interested in a college transfer program leading to a bachelor's degree?

1. YES In what subject area for a degree are you interested?
DEGREE AREA _____

NO NEXT QUESTION

11. Would you be interested in a career training program leading to an associate's degree to help you obtain a job or change careers?

1. YES
a. Which of the following areas would be of the greatest interest to you? (READ LIST)

01. Business Management
02. Industrial Management
03. Data Processing
04. Secretarial Science
05. Health Services
06. Science/Math Technology
07. Child Development Teaching or Management
08. Social Work
09. Police Science
10. Other (specify) _____

b. What specific job are you interested in?

_____

NO NEXT QUESTION

12. Are you interested in courses to improve skills related to your job?

1. YES Which of the following training areas would best suit your need? (READ LIST)

01. Office Skills
02. Building Trades/Skills
03. Electronics
04. Agriculture
05. Commercial and Graphic Arts
06. Sales Skills
07. Lab/Science Skills
08. Management/Personnel Skills
09. Math/Accounting Skills
10. Other (specify) _____

NO NEXT QUESTION

GO TO PINK PAGES (SECTION III)

SECTION II

1. Which college are you now attending?

   1. RACC ___
   2. Berks Campus — Penn State ___
   3. Albright ___
   4. Alvernia ___
   5. Kutztown State ___
   6. Other ___

2. Why did you choose this college? (PROBE: Any other factors?) (RESPONDENT MAY CHOOSE MORE THAN ONE. DO NOT READ LIST.)

   1. Advised by family or friend
   2. Advised by employer or because of specific work related program
   3. Advised by teacher, counselor, etc.
   4. Academic reputation of school
   5. Cost of attending this school
   6. Location
   7. Only place where I was accepted
   8. Program offerings
   9. Other (specify): _____

   _____

3. Are you working toward a certificate or degree?

   1. YES
      a. What is your major? _____

      b. Have you been attending part-time or full-time?
         (1) Part-time ___ (2) Full-time ___

      c. After getting your degree, do you plan on any more schooling? (READ LIST)

         (1) Stop After This Degree
         (2) Go On For A Higher Degree
         (3) Enroll In Selected Credit Courses
         (4) Enroll In Continuing Education Courses
         (5) Don't Know
         (6) Other (specify): _____

   GO TO 5A
   NO NEXT QUESTION

4. If you are not working toward a certificate or degree, what type of courses are you taking? For example, non-credit English, accounting, etc.?

   _____

   _____

GO TO 5B

5

5. Why are you taking these courses?

A. Degree Students
   1. Required course ___
   2. Elective ___
   3. Interested ___

B. Non-Degree Students
   4. Skills upgraded ___
   5. Interest ___
   6. Promotion at work ___

6. Are the courses you're taking related to your present or future job?

   1. Yes
   2. Somewhat
   3. No
   4. Not Employed

GO TO PINK PAGES (SECTION III)

SECTION III

1. Would you be interested in informal noncredit activities for personal enjoyment?

   1. YES What types of activities? (READ LIST IF PROMPTING REQUIRED.)

      1. Workshops or training in hobby skills (photography, woodworking, etc.)
      2. Crafts instructions (pottery, sewing and weaving, painting, etc.)
      3. Performing arts (plays, musical performances, and exhibits)
      4. Special events (lectures, speeches, discussion groups)
      5. Recreational skills (golf, tennis, physical conditioning)
      6. Other (specify) _____

      _____

   NO NEXT QUESTION

2. Would you be interested in courses to provide practical life skills?

   1. YES What types of practical life skills? (READ IF NECESSARY)

      1. Communication skills (reading, writing, computation)
      2. Home skills (budgeting, cooking, consumerism)
      3. Child rearing/family relations
      4. Maintenance (car, home, appliances)
      5. Personal finance (insurance, tax, investments)
      6. Other (specify) _____

   NO NEXT QUESTION

3. Would you be interested in educational and/or career counseling?

   1. YES Would that be general career counseling, financial aid, job placement, job-finding workshops, or remedial education?

      1. Career Counseling/Interest Testing
      2. Financial Aid
      3. Job Placement
      4. Job-Finding Seminars
      5. Remedial Education
      6. Other (specify) _____

   NO NEXT QUESTION

7

4. If you were to take a course, how much would you be willing to pay for it? (READ IF PROMPTING REQUIRED.)

1. $10 per course
2. $25
3. $50
4. $100
5. $200 or more

5. If you decided to take courses, would you need financial aid?

1. YES
2. NO

6. When is the best time for you to attend classes? (READ ANSWER CATEGORIES.)

1. Full-time morning
2. Full-time afternoon
3. Full-time evening
4. Part-time morning
5. Part-time afternoon
6. Part-time evening
7. Weekend
8. DON'T KNOW

7. RACC wants to make its courses and programs available to the largest number of people. I will read you a list of things which might make it hard for people to take classes even though they want to. For each, please say whether it is often a problem for people you know, sometimes a problem, seldom a problem, or no problem at all. Let's start with . . .

	Frequently A Problem	Sometimes A Problem	Seldom A Problem	No Problem At All	Doesn't Apply/ Don't Know
a. Family Responsibilities	1	2	3	4	5
b. Transportation	1	2	3	4	5
c. Child Care	1	2	3	4	5
d. Cost of tuition and materials	1	2	3	4	5
e. Inconvenience of class hours	1	2	3	4	5
f. Not enough time to study	1	2	3	4	5
g. Lack of career guidance	1	2	3	4	5
h. Special provisions for the handicapped	1	2	3	4	5
i. Desired courses or programs not available	1	2	3	4	5
j. Any others					

8. What method of learning is most comfortable for you? (READ LIST.)

01. Lectures and classes
02. Short conferences and workshops
03. Correspondence courses
04. TV, radio records, video or audio cassettes
05. Lessons from a private teacher
06. Discussion groups or informal study groups
07. On-the-job Training
08. Studying on your own with no formal instruction
09. Home television courses
10. OTHER (Specify) _____

9. The overall purpose of RACC is to provide needed educational programs and services to residents of Berks County. Do you feel RACC is meeting this goal?

How well

1. Excellent job
2. More than satisfactory job
3. Satisfactory job
4. Less than satisfactory job
5. Very poor job
6. Don't Know

10. Have you ever taken a course at Reading Area Community College?

1. YES NEXT QUESTION
2. NO GO TO BLUE PAGES (SECTION IV)

(Hit "Enter" for Nos. 11 & 12)

11. Are you still attending?

1. YES GO TO BLUE PAGES (SECTION IV)
2. NO NEXT QUESTION

12. Why didn't you continue attending?

1. Graduated
2. Transferred
3. Lost interest
4. Money
5. Lack of time
6. Only interested in selected courses
7. OTHER (Specify) _____

SECTION IV

Now, for background purposes, and to make sure we've reached a cross-section of the population, we have a few more questions.

1. Would you please tell me how old you were on your last birthday?

1. 18—24	3. 32—38	5. 46—52	7. 61 +
2. 25—31	4. 39—45	6. 53—60	8. REFUSED

2. Are you employed outside the home at the present time, either full-time or part-time?

1. YES, Full-time
2. YES, Part-time

a. Could you please tell me what kind of work you do? (INTERVIEWER: PLEASE GET ENOUGH DETAIL SO WE CAN CLASSIFY JOB.)

_____

_____

_____

b. About how many hours a week do you work?

1. Less Than 10	4. 31—40
2. 10—20	5. More Than 40
3. 21—30	6. REFUSED

c. Do you intend to change your career in the next two years?

1. YES 2. NO

d. Are you the chief wage earner in this household?

1. YES 2. NO

3. NO

4. DISABLED

5. RETIRED

3. We would like to look at results by broad income groups. Was your family income in 1979 less than $12,000 or more?

Less Than $12,000	More Than $12,000
1. Less than $8,000	3. Less than $13,000
2. More than $8,000	4. More than $18,000

5. REFUSED 6. DON'T KNOW

10

4. What was the last grade you completed in school? _____ If graduated, have you attended college?

1 year — 13
2 years — 14
3 years — 15
4 years — 16
Graduate level — 17

INTERVIEWER: RECORD SEX OF RESPONDENT: 1. MALE 2. FEMALE

Would you mind telling us your ethnic group? RECORD ETHNIC GROUP: 1. WHITE 2. BLACK 3. HISPANIC

RECORD: 1. PHONE 2. NO PHONE

5. May I add your name to the College's mailing list?

1. YES Name: _____

Address: _____

City: _____ Zip Code: _____

2. NO

THANK YOU VERY MUCH FOR YOUR COOPERATION

TELEPHONE SURVEY ANSWER SHEET

Name _____ Date _____

SECTION I (White)

1. _____ ; _____
2. _____
3. _____
4. _____
5. a. _____ c. _____ e. _____ g. _____
   b. _____ d. _____ f. _____
6. _____
7. _____
8. _____
9. _____
10. _____ ; _____
11. _____ ;a. _____ b. _____
12. _____ ; _____

SECTION II (Yellow)

1. _____
2. (up to 3) _____
3. a. _____ b. _____ c. _____
4. _____
5. _____
6. _____

SECTION III (Pink)

1. (up to 3) _____
2. (up to 3) _____
3. (up to 3) _____
4. _____
5. _____
6. (up to 3) _____
7. a. ____ b. ____ c. ____ d. ____ e. ____
   f. ____ g. ____ h. ____ i. ____ j. ____
8. (up to 3) _____
9. _____
10. _____
11. _____
12. _____

SECTION IV (Blue)

1. _____
2. _____ a. _____ b. _____
   c. _____ d. _____
3. _____
4. _____ ; _____
   M/F _____
   ETH GP _____
   Ph/N Ph _____

Name _____

Address _____

City _____

Zip _____

BERKS COUNTY DEMOGRAPHIC DATA

1980 - Estimated

Age Categories	White Male	White Female	Nonwhite Males	Nonwhite Females	Total by Age Category	%
15-24	27,098	26,927	748	806	55,579	22.8
25-34	19,029	20,533	495	565	40,622	16.7
35-44	15,749	17,184	358	446	33,737	13.8
45-54	16,979	18,396	316	382	36,073	14.8
55-64	15,813	18,258	226	296	34,593	14.2
65+	17,664	25,468	139	275	43,546	17.8
Total by Racial Category	112,332	126,766	2,282	2,770	244,150	
	239,098		5,052		Grand Total	
% of Grand Total	97.9		2.1			

65

Hispanic		Asian		Non Hispanic Non Asian White		Total White	
Male	Female	Male	Female	Male	Female	Male	Female
9,400	10,600	275	225	102,657	115,941	112,332	126,766
Total		Total		Total		Grand Total	
20,000		500		218,598		244,150	
% of Grand Total		% of Grand Total		% of Grand Total			
8.2		0.2		89.5			

Initial population data was broken only into "White" and "Nonwhite" categories. (State estimate of Berks County population - 1980) The Hispanic Center in Reading, Pennsylvania estimated the Hispanic population of Berks County to be 20,000. Similarly the Indochinese Refugee Assistance Program estimated the Asian population to be 500. The State Job Service confirmed that Asians and Hispanics would be a subset of the "White" category.

20,000 and 500 were subtracted from the total white population (244,150) to get a figure of 218,598 for non Hispanic, non Asian whites.

For the Hispanic Male/Female breakdown calculation, the white male/female trend (47/53) was followed. Because of the observed (by the Refugee Assistance Program) higher number of Asian males than females, 55% male/45% female was used for calculation.

Source of Statistics:

Estimates of the July 1979 Total and Household Population for Countries by Age, Sex and Race - put out by the Bureau of Management Services in the Governor's Office of Budget and Administration, (July 1980)

Apple Program

Generating Random Numbers

for Sampling from Telephone Directory

```
)LIST
10  FOR X = 1 TO 10
20  PRINT INT (400 * RND (1) +
    1) + 100;' ';
30 NEXT X
)PR#0
)RUN
490 142 108 412 321 347 485 319 421 426
)RUN
153 424 439 437 337 208 268 452 248 150
)RUN
213 435 147 427 330 456 271 110 150 493
```

Stratified Sampling Percentages

Berks County, PA

1980

90%	White	
8%	Hispanic	Ethnic Strata
2%	Black	
23%	18-24	Age Strata
32%	55-65+	
93%	Have phone	Presence of Telephone Strata
7%	No phone	

PERCENTAGE OF BERKS COUNTY POPULATION BY SELECTED STRAIA

Strata	Actual Berks County Target Percentages	Actual Number and % in Pilot Study		Actual Number and % in Major Study	
		N	%	N	%
Race					
White	90	45	90	764	88.5
Hispanic	8	4	8	58	6.8
Black	2	1	2	34	3.9
Asian	0.2	0	0	7	0.8
		50	100	863	100.0
Age					
15-24	23	12	24	151	17
55-64	14	7	14	119	14
65+	18	9	18	112	13
Other	45	22	44	481	56
		50	100	863	100
Phones					
Have	93	46	92	849	98
None	7	4	8	14	2
		50	100	863	100

ORIENTATION OF TELEPHONERS

(December 4, 1980 - 10:00 a.m.)

1. Try to be conversational, yet professional.

2. If person gives you a hard time, be gracious (I'm sorry to have bothered you, Sir/Ma'am) and hang up.

3. Alternate asking for

   a. youngest person older than 18 years and
   b. person aged 55+
      (proportioned 2:3)

4. Have a system of recording (in pencil) answers as person is talking (look over answer sheet).

5. Practice reading it aloud to get used to flow and branching. Fill in a sample answer sheet.

6. a. check contracts
   b. Social Security number and address
   c. 50 surveys (no phone - 15)
   d. 26 hours = $87.00
   e. until January 27 (not January 29)

7. Older people often say they're too old to answer education questions. Respond with "But we offer programs for Senior Citizens also. And we need to know what interests you.

8. (white) page 2, #7 is incorrect (yes and no interchanged)

9. (pink) page 8, #9 insert "How well is".

10. Working in offices - respect daytime tenant.

11. Page 7, #4 add "don't know".

12. Person-to-person interviewer given ID paper signed by President Ogle.

13. Directive from Board of Trustees - Ask ethnic group.

ENTERING QUESTIONS FOR SURVEYS

Key in 9 in menu and hit enter. When prompted for filename key in QSRV1.

QSRV is standard, the number changes according to the sequence of the questionnaire.

When screen comed ready key in 'B' if you wish to be prompted for name and address screen.

Otherwise key in highest number of answers, then the actual question then the answers. Please be certain the first eight questions are in the order.

1.	Sex	01 - Male	02 - Female
2.	Phone	01 - Yes	02 - No
3.	Present income	(01 thru 15)	
4.	Age	(01 thru 15)	
5.	Ethnic background	(01 thru 15)	
6.	Present occupation	(01 thru 15)	
7.	Highest grade completed	(01 thru 15)	
8.	Curriculum	(01 thru 15)	

The remaining can be in any order you wish.

NOTE: Answers are limited to 10 spaces so abbreviate when possible.

Hit enter and continue this process until all questions and answers are done.

You will then be prompted for second file name. Key in ASRV1 and hit enter. ASRV is standard, the number changes to comply with the sequence of the questionnaire.

You will then be prompted for the file name that contains addresses. Key in ADSRV1 and hit enter. ADSRV is standard, the number changes to comply with the sequence of the questionnaire.

You will then be prompted for the file name that will contain detail. Key in DSRV1 and hit enter. DSRV is standard, the number changes to comply with the sequence of the questionnaire.

When this is through and you are returned to the menu, key in 10 and hit enter. Once again you will receive a series of prompts for file names. Be certain to key in the file names just created, in their proper order.

1. QSRV1
2. ASRV1
3. ADSRV1
4. DSRV1

You are now ready to enter the actual answers.

BE CERTAIN THAT THE FIRST EIGHT QUESTIONS RECEIVE ONLY ONE RESPONSE

All other questions may receive up to "3 different answers".

Key in answer and hit enter.

To advance to next question hit command 1.

When prompted for a name and address first, key in question number then...

LINE 1 - last name, first name
LINE 2 - street address
LINE 3 - city, state, zip

Hit enter.

Then hit command key 1 to see next question.

The questions will start again for each questionnaire. Proceed until finished, then hit command key seven to end the job.

Any questions call Berny, at extension 315.

SORTING CATEGORIES

1. Sex

01	Male	02	Female

2. Phone

01	Yes	02	No

3. Present Income

01	Less than $5,999	06	Between $14,000 and $15,999
02	Between $6,000 and $7,999	07	$16,000 and above
03	Between $8,000 and $9,000	08	Do not know
04	Between $10,000 and $11,999	09	Refused to reply
05	Between $12,000 and $13,000		

4. Age

01	1 to 14 years old	05	45 to 54 years old
02	15 to 24 years old	06	55 to 64 years old
03	25 to 34 years old	07	65 years or older
04	35 to 44 years old	08	refused to reply

5. Ethnic Background

01	Non-resident alien	05	Hispanic
02	Black	06	White, non-Hispanic
03	American Indian	07	Others
04	Asian or Pacific Islander		

6. Present Occupation

01	Data Processing	09	Skilled Laborer
02	Professions	10	Unskilled Laborer
03	Housewife	11	Educator
04	Technician	12	Law Enforcement
05	Accounting	13	Recreation/Social work
06	Secretarial/Clerical	14	Professional Health
07	Communications	15	Other
08	Business/Commerce		

7. Highest Grade Completed

01	Grades 1 through 8	07	4 years College
02	Grades 9 through 11	08	Graduate Level
03	High School Graduate	09	Trade School
04	1 year College	10	Business School
05	2 years College	11	Other
06	3 years College		

Telephone Survey Data
Courses/Areas of Interest

Accounting
Administrative
Alcoholics Counseling
Art
Assertiveness Courses
Astrology
Auto Repair
Biology
Business Accounting
Business Management
Carpentry
Child Development
Human Development
Child Psychology
Communications
Computer Programming
Computer Science
Data Processing
Key Punch
Cooking
Correctional Rehab.
Criminal Justice
Dietary Courses
Drafting
Electronics
Elementary Education
Engineering
English
Flight Training
German
Health Science
Hospital Work
Humanities
Insurance
Interior Design
Journalism
Lab Technician
Medical Lab Technician
Law
Liberal Arts
License Practical Nurse
Nursing
Work in Hospital
Management
Marketing
Mathametics
Mechanics
Metallurgy
Occupational Therapy
Personal Development
Philosophy
Physical Education
Physical Therapy
Physical Training
Physics
Preengineering
Psychic Topics
Psychology
Public Health
Public Relations
Reading
Real Estate
Repair Work
Safety Transportation
Sales
Sciences
Secretarial Update
Secretarial Skills
Typing
Word Processing
Social Work
Spanish
Special Education
Surveying
Teaching
Teaching the Handicapped
Theology
Traffic Management
Travel Agent
Work in Department Store

Telephone Survey Data
Reasons for Not Returning to RACC

Didn't get much out of it - German Conversational

Afraid to come here at night

Mentioned fear of coming into town

CETA-reached its limitations

Difficulty in general

Family responsibilities

Got a job

Got a GED

Graduated

Moved Away

Got married

Not selected for second year in Med Lab Tech

Unhappy with treatment of a daughter who attended RACC

Was taking English as a Second Language (ESL)

UNIVERSITY OF CALIFORNIA
ERIC CLEARINGHOUSE FOR
JUNIOR COLLEGES
8118 MATH-SCIENCES BUILDING
LOS ANGELES, CALIFORNIA 90024
EE 36

MAR 11 1983